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THE OPERATION OF CONGRUITY IN AN ORAL COMMUNICATION SITUATION

ERWIN P. BETTINGHAUS

The principle of congruity was proposed several years ago as an explanation for certain behavioral changes in communication situations. In this article the principle of congruity is offered as an explanation for attitude change in an oral communication situation. A predictive model is developed, taking a listener's attitude toward the speaker, the speech topic, the speaker's delivery, and the stylistic treatment of the speech topic as the significant variables in determining what the listener's attitude toward the speaker and the speech topic will be after listening to the speech. An experiment to test the predictive model is reported. The results generally support a principle of congruity in this type of oral communication situation.

ATTITUDE change through oral communication has been repeatedly demonstrated. These demonstrations, however, have been limited for the most part to measurement of the magnitude or direction of change in attitude as a function of variation in the gross content of the message, the speaker's delivery, or the structure of the speech. The experiment reported in this paper represents an attempt to specify the interaction of five variables believed responsible for attitude change in a public speaking situation: (1) the speaker, (2) the speaker's delivery, (3) the speech

topic, (4) the treatment of the speech topic, and (5) the assertion linking speaker and speech topic. Generally, the experiment indicates that a listener's shifts in attitude toward these five elements are in the direction of creating a more congruous cognitive situation.

Recently psychologists have suggested that when two or more percepts appear together in a common perceptual field, they tend to be linked by the perceiving organism into a consistent cognitive structure. Ideas, memories, attitudes, beliefs, and opinions are generally consistent with one another. A person who values education will probably encourage his children to attend college. A woman who believes that alcohol is a device of the devil will probably not keep a well stocked liquor cabinet. Articles and books by Heider,¹ Newcomb,² Festinger,³ and Osgood and his associates⁴ have all proposed the general hypothesis that individuals tend to balance their perceptions into an attitudinally consistent structure.

¹ Fritz Heider, "Attitudes and Cognitive Organizations," *Journal of Psychology*, XVI (April 1946), 107-114.

² Theodore Newcomb, "An Approach to the Study of Communicative Acts," *Psychological Review*, LX (November 1953), 393-404.

³ Leon Festinger, *A Theory of Cognitive Dissonance* (Evanston, Ill., 1958), p. 2.

⁴ Charles E. Osgood, Percy Tannenbaum, and George Suci, *The Measurement of Meaning* (Urbana, Ill., 1957).

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In a specific case, Tannenbaum tested the congruity hypothesis in a written communication situation.⁵ Using the case where some *source* makes an evaluative statement about an object or *concept*, he compared pre- and post-test attitude scores for 405 college students. For example, the elements in the written situation might be *Kennedy*, the source, stating that he *favours*, the assertion, *federal aid to education*, the concept. If an individual has a favorable attitude toward Kennedy and an unfavorable attitude toward federal aid to education, the principle of congruity states that when the individual reads a newspaper story headed by the statement, "Kennedy Favours Federal Aid to Education," there will be pressures for the individual to shift his attitudes to a more congruous position, perhaps by becoming less favorable toward Kennedy or more favorable toward the *concept*. Tannenbaum concluded that application of the principle of congruity yielded fairly accurate predictions when applied to his data.

RATIONALE

The speech situation requires an extension of previous work on cognitive organization. The specific situation investigated in this study is a polarized speaker-audience situation where a speaker delivers a persuasive speech before an audience. If congruity operates in oral communication, it should be possible to determine the extent to which post-speech attitudinal positions are related to attitude toward speaker, speaker delivery, speech topic, message treatment, and the nature of the assertion linking speaker and topic.

A speech can be described in terms of

the categories of stimulation impinging on the individual listener. Available sources of stimulation include: (1) explicit identification of the speaker; (2) identification of the message, which may consist of an assertion stating an evaluation or characterization of some object or concept; (3) direct visual and auditory evidence that the speaker is making the assertion; and (4) some evidence that other audience members are reacting to the speaker and his message. These elements may form the stimulus pattern in a typical polarized speaker-audience situation.

Under this rationale, when an individual attends to a message, its content impinges upon and interacts with subjective factors within the hearer—the intervening variables that determine how the message is perceived. The result of this interaction between the objective input to the listener and the subjective predisposing factors within him is the meaning or significance the total situation has for him—the way in which he actually perceives it.

What are these subjective elements? One factor which may operate is a congruity factor; there may be pressures to create consonant cognitive structures. Limited evidence suggests that congruity is operant in oral communication. Berlo and Gulley,⁶ and Burdick and Burnes⁷ report findings which tend to support a congruity hypothesis. A full-scale study on the operation of congruity in oral communication, however, has not been reported.

The general hypothesis for this study is that *listeners will tend to balance*

⁵ Percy Tannenbaum, "Attitudes toward Source and Concept as Factors in Attitude Change through Communications" (unpubl. diss., Illinois, 1953).

⁶ David Berlo and Halbert E. Gulley, "Some Determinants of the Effect of Oral Communication in Producing Attitude Change and Learning," *SM*, XXIV (March 1957), 10-20.

⁷ Harry Burdick and Alan Burnes, "A Test of 'Strain toward Symmetry' Theories," *Journal of Abnormal and Social Psychology*, LVI (November 1958), 370 ff.

their attitudes toward the elements of the oral communication situation. Incongruity, or what Festinger calls dissonance, actually involves "a violation of expectations." Listeners expect favored sources to support concepts which they favor. They expect disliked sources to support concepts which they dislike. When a favored source supports a disliked concept, a violation of expectation takes place, and incongruity is produced.

In oral communication, violations of expectation may occur with elements other than attitudes toward sources and concepts. For example, it seems reasonable to postulate that it is congruous for a favored speaker to have good delivery and for a disliked speaker to have poor delivery. Similarly, parts of the listener's attitudes toward a speech topic are determined by his own conception of how the topic is treated. A religious liberal and a religious conservative expect the sermon topic of "sin" to be treated somewhat differently. Hence this study proposes that perceived incongruities in attitude toward the speaker's delivery and toward message treatment must be accounted for, as well as perceived incongruity in attitude toward the speaker and the speech topic.

Delivery seems to be an important part of the total impression made by a speaker. If measures of a subject's initial attitude toward a speaker and of his attitude toward the speaker's delivery after hearing him speak can be secured, the listener's final attitude toward the speaker should be affected by his attitude toward the speaker's delivery. The following hypotheses indicate the balance to be expected:

1. If the subject's attitude toward the speaker's delivery is more favorable than his initial attitude toward the speaker, the sub-

ject's final attitude toward the speaker will be more favorable than his initial attitude.

2. If the subject's attitude toward the speaker's delivery is less favorable than his initial attitude toward the speaker, the subject's final attitude toward the speaker will be less favorable than his initial attitude.
3. If the subject's attitude toward the speaker's delivery is the same as his initial attitude toward the speaker, the subject's final attitude toward the speaker will be the same as his initial attitude.

The perceptual field of the listener is different from the perceptual field of the reader. Specifically, the physical presence of the speaker provides a major source of the available stimulation, and we can argue that the balance to be expected from the listener will differ from that expected of the reader. Tannenbaum's study indicated that there were larger shifts in attitude toward the concept than toward the source, which is what we might expect from a situation where the message provides the greatest portion of the available stimulation. We may well argue that the situation will be reversed in oral communication, and that the listener's attitude toward the speaker will become important in determining attitude toward the other elements of the speech situation. Hypotheses can be constructed to indicate the balance to be expected between the listener's attitude toward the speaker and his attitude toward the speech topic. The following hypotheses take into account the nature of the speech treatment and the assertion linking speaker and topic:

1. For positive assertions, if the subject's attitude toward the speech treatment is more favorable than his initial attitude toward the speech topic, and if he has to shift his initial attitude toward the speech topic positively to reach congruency with his attitude toward the speaker, the expected shift in attitude toward the speech topic will be greater than if his attitude toward the speech treatment is less favorable than or equal to his initial attitude toward the speech topic.

2. For positive assertions, if the subject's attitude toward the speech treatment is more favorable than his initial attitude toward the speech topic, and if he has to shift his initial attitude toward the speech topic negatively to reach congruency with his attitude toward the speaker, the expected shift in attitude toward the speech topic will be less than if his attitude toward the speech treatment is less favorable than or equal to his initial attitude toward the speech topic.
3. For negative assertions, if the subject's attitude toward the speech treatment is more favorable than his initial attitude toward the speech topic, and if he has to shift his initial attitude toward the speech topic positively to reach congruency with his attitude toward the speaker, the expected shift in attitude toward the speech topic will be less than if his attitude toward the speech treatment is less favorable than or equal to his initial attitude toward the speech topic.
4. For negative assertions, if the subject's attitude toward the speech treatment is more favorable than his initial attitude toward the speech topic, and if he has to shift his initial attitude toward the speech topic negatively to reach congruency with his attitude toward the speaker, the expected shift in attitude toward the speech topic will be greater than if his attitude toward the speech treatment is less favorable than or equal to his initial attitude toward the speech topic.

The rationale for the study culminated in these two sets of hypotheses, expressing the nature of the balance to be expected between the listener's perception of the speech's elements and his prior attitudes toward the speaker and the speech topic.

PROCEDURE

The five independent variables for this study were: the speaker, the speaker's delivery, the speech topic, the treatment of the speech topic, and the assertion linking speaker and speech topic. The dependent variable was listener attitude toward the speaker, the speech topic, the speaker's delivery, and the speech treatment.

The number of independent variables involved in this study suggested a factorial design which would allow for analysis of significant interactions. The design chosen provided for four replications of the basic model. In each replication, one speaker delivered a speech on the same topic to each of four separate groups of experimental subjects. As an example, Speaker A was assigned the topic "Drinking Regulations." His assertion for this topic was negative, i.e., he opposed drinking regulations. His speech to Group I had "effective" delivery and "strong" speech treatment. Group II heard Speaker A with "effective" delivery and "weak" treatment, etc. Thus each group of experimental subjects heard each of the four speakers, with each of the possible combinations of delivery and treatment. The complete design is shown in Figure 1.

The basic design illustrated in Figure 1 was utilized with a standard before-

FIGURE 1
EXPERIMENTAL DESIGN

| Speaker | A | | B | | C | | D | |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Topic | 1 | | 2 | | 3 | | 4 | |
| Assertion | — | | + | | + | | — | |
| Experi- mental Group | Deliv. | Treat. | Deliv. | Treat. | Deliv. | Treat. | Deliv. | Treat. |
| I | Ef* | S | In | W | Ef | W | In | S |
| II | Ef | W | In | S | In | W | Ef | S |
| III | In | S | Ef | W | Ef | S | In | W |
| IV | In | W | Ef | S | In | S | Ef | W |

*Where Delivery (Ef) = "effective" and (In) = "ineffective." And Treatment (S) = "strong" and (W) = "weak."

and after-test procedure. A before-test was administered on which 232 experimental subjects (142 men and 90 women) registered their attitudes toward six speakers, after hearing the speakers introduce themselves to the group. They also registered their attitudes toward eight speech topics, chosen on the basis of current campus interest. From this pre-test, four speakers were paired with four topics for the final phase of the experiment.

Approximately two weeks later, the experimental subjects heard each of the four speakers deliver a speech on the topic assigned to him. Immediately after each speech, the experimental subjects again registered their attitude toward the speaker, the speech topic, the speaker's delivery, and the speech treatment. These attitude scores served as the post-test measure.

A form of the semantic differential was chosen as the measuring instrument. The logic of semantic differentiation is fully developed in Osgood, Tannenbaum, and Suci's book *The Measurement of Meaning*. Essentially, the technique involves the judgment of a concept, such as "right to work laws," against a series of scales. Each of these scales is defined by a pair of polar adjectives placed at opposite ends of a seven-step continuum. To use the semantic differential as an attitude test, adjectives having high evaluative connotations are selected. An example of a semantic differential in the form used in this study is presented below. The subject is asked to check the position on the scales which best represents his feelings about the concept.

In addition to the three evaluative

scales, nine other non-evaluative scales were added to mask the intent of the experiment.

Previous semantic differential studies have shown the instrument to have relatively high test-retest reliability. Test-retest correlation coefficients for all eight of the speech topics were obtained from a group of twenty-one subjects. The mean reliability for the eight topics was $+0.80$.

For this experiment, two speeches were prepared for each speech topic, a "strong" version and a "weak" version. A group of nineteen students enrolled in a speech class similar to the experimental classes were asked to suggest weak and strong arguments for each topic. The arguments suggested the greatest number of times for both weak and strong versions were used in the final versions. In addition, the "weak" version contained no signposts or transition words.

In order to assure that the treatments were actually different, a panel of four teachers of speech was asked to read each version and rate them on a series of five-point scales. Items rated were (1) introduction, (2) organization, (3) transitions, (4) analysis of the topic, (5) evidence, (6) reasoning, and (7) conclusion. Appropriate *t*-tests of the significance of difference between the means obtained by summing over all seven scales and dividing by *N* tend to support the conclusion that there was a difference between the two versions of each speech.

Each speaker was trained to deliver the two speech versions in both an effective and an ineffective manner. To provide a check on the differences between

World Government

| | |
|-----------------|--------------|
| Reputable..... | Disreputable |
| Unpleasant..... | Pleasant |
| Fair..... | Unfair |

the "effective" and the "ineffective" modes of delivery a second panel of four teachers was asked to attend the post-test session and rate the speakers as they delivered their speeches. The rating blank employed five-step scales defined against a "superior-inferior" continuum, and the items rated were (1) pitch, (2) loudness, (3) resonance, (4) rate, (5) pronunciation, (6) articulation, and (7) vocal variety. Using an appropriate *t*-test, the results support the conclusion that there was a difference between the "effective" and "ineffective" delivery.

RESULTS

The number of subjects attending the post-test sessions ranged from 41-47 per group. The total number of subjects who participated in both phases of the experiment was 178. In order to equalize the groups, each group was reduced to an *N* of 40. The criterion used in equalization was approximately equal mean pre-test attitude scores toward the speaker and the speech topic for each group. Hence the total number of subjects analyzed in the final phase of the experiment was 160, each subject being represented in each of the four replications.

The four speaker topic pairs chosen for the final phase were:

| Speaker | Speech Topic |
|---------|----------------------------|
| A | Drinking Regulations |
| B | Grading Curves |
| C | Parking Regulations |
| D | The Eighteen Year Old Vote |

These speakers and topics were chosen from the possible combinations on the basis of low correlation between attitude toward the speaker and attitude toward the speech topic.

The range of possible scores over the three scales of the semantic differential extended from 3-21. Several analyses necessitated the separation of attitudes

into three distinct attitudinal categories—favorable, neutral, and unfavorable. The following breakdown was adopted:

| Attitude | Range of Scores |
|-----------------|------------------|
| Unfavorable (—) | 3-9, inclusive |
| Neutral (0) | 10-14, inclusive |
| Favorable (+) | 15-21, inclusive |

An initial *F*-test for homogeneity of variance showed that the scores did not exhibit excessive heterogeneity. Therefore, parametric statistics were used whenever appropriate.

In order to determine that the experimental conditions were actually achieved, the gross effects of the communication situation were analyzed before the experimental hypotheses were tested. Each of the four replications was analyzed for total effects with respect to shift in attitude toward the speaker and the speech topic, and each replication was analyzed for total effects of the delivery variable on attitude toward the speaker and of the treatment variable on attitude toward the speech topic.

The results of the analysis for gross effects showed that there were significant shifts in attitude toward the experimental speakers. Furthermore, there were clear shifts in attitude toward the speech topic in the direction of the assertion. There was evidence that the "effective" speech delivery caused greater shifts in attitude toward the speaker than did the "ineffective" mode. And there was an indication that listeners could not differentiate very clearly between the "strong" speech treatment and the "weak" treatment. The general conclusion from this analysis was that the desired experimental conditions were achieved with respect to attitude shift toward the speaker and toward the speech topic.

The rationale developed in the first section of this paper suggests that the written communication situation is different from the oral communication

situation. In order to test this rationale, for the first analysis of the general hypothesis that listeners tend to balance their attitudes toward the elements of the speech situation, the data from the present experiment were applied to the general model developed by Tannenbaum for the written communication situation. The results of this analysis are shown in Table I.

For this analysis, subjects are grouped according to their pre-test scores of attitude toward the speaker (S) and attitude toward the speech topic (T) into the various combinations of favorable (+), neutral (o), and unfavorable (—) attitudes. A prediction about the direction of change to be expected is made for each of the eighteen possible com-

binations. This analysis does not take attitude toward the speaker's delivery or toward the speech treatment into account. Table I shows the mean obtained change for each combination, as well as the proportion of correct predictions made for each cell. Although several of the cells have relatively few cases, the picture is generally clear. Only seven of the twelve cells in which a prediction is made of shift in attitude toward the speaker other than zero actually show shifts in attitude in the expected direction. The proportion of correct predictions made in attitude toward the speaker is not significantly above chance.

Neither does the written communication model seem to fit the obtained data

TABLE I
PREDICTED DIRECTION OF CHANGE AND OBTAINED MEAN ATTITUDE CHANGES TOGETHER WITH THE PROPORTION OF CORRECT PREDICTIONS OF CHANGE MADE USING THE WRITTEN COMMUNICATION MODEL

| Group | Predicted Direction of Change | | N | Mean Obtained Change on | | Proportion of Correct Predictions | |
|--------------------|-------------------------------|-------|-----|-------------------------|-------|-----------------------------------|-----------|
| | Speaker | Topic | | Speaker | Topic | Speaker | Topic |
| Positive Assertion | | | | | | | |
| S+T+ | +(L)* | +(L) | 61 | -1.86 | -1.85 | .246 | .410 |
| S+To | o | + | 59 | -2.36 | -2.88 | | .729 |
| S+T- | - | + | 44 | -3.50 | +6.15 | .727 | .886 |
| SoT+ | + | (+) | 37 | +1.54 | -1.89 | .676 | .270 |
| SoTo | o | (+) | 69 | +.84 | +1.91 | | .710 |
| SoT- | - | (+) | 36 | -.67 | +6.51 | .333 | .889 |
| S-T+ | + | - | 3 | +2.37 | -3.33 | .333 | 1.000 |
| S-To | o | - | 6 | +7.33 | +2.83 | | .000 |
| S-T- | -(L) | -(L) | 5 | +.20 | +2.80 | .400 | .400 |
| | Composite | | 320 | | | .465 | .634 |
| | | | | | | | (P<.01)** |
| Negative Assertion | | | | | | | |
| S+T+ | - | - | 59 | -1.07 | -4.15 | .542 | .729 |
| S+To | o | - | 48 | -.71 | +.02 | | .500 |
| S+T- | +(L) | -(L) | 37 | -.69 | +2.39 | .351 | .270 |
| SoT+ | - | (-) | 44 | +.95 | -4.59 | .295 | .795 |
| SoTo | o | (-) | 72 | +1.68 | +.02 | | .403 |
| SoT- | + | (-) | 36 | +1.91 | +2.87 | .666 | .250 |
| S-T+ | -(L) | +(L) | 14 | +4.29 | -5.34 | .286 | .214 |
| S-To | o | + | 7 | +4.57 | -1.43 | | .428 |
| S-T- | + | + | 3 | +6.33 | +9.33 | 1.000 | 1.000 |
| | Composite | | 320 | | | .461 | .496 |

* (L) Indicates that the amount of shift possible is limited by the upper or lower end of the attitudinal continuum.

**Probability determined by *t*-tests comparing obtained proportion to that expected by chance.

with respect to attitude toward the speech topic. Eleven of the eighteen predictions of shift in attitude toward the speech topic are actually in the opposite direction from that predicted. Although the composite proportion of correct predictions of attitude toward the speech topic is significant for positive assertions, it is not for negative assertions. These results tend to confirm the expectation that the written communication model is inadequate for the oral communication situation.

In rejecting the previous method of analysis, we do not reject the congruity

hypothesis. A second congruity measure is possible. This analysis uses a D score of the difference between attitude toward the speaker and attitude toward the speech topic, obtained by subtracting the speaker score from the speech topic score and disregarding the sign of the difference. The D measure, unlike the previous measure, says nothing about the ways in which subjects should shift their attitudes. It merely indicates possible congruous positions for a subject. A prediction model using the D measure is based on the following cases of expected congruity:

TABLE II
ANALYSIS OF THE SHIFT TOWARD CONGRUITY BETWEEN ATTITUDE TOWARD THE SPEAKER AND ATTITUDE TOWARD THE SPEECH TOPIC USING A D-SCORE OF THE DISTANCE BETWEEN ATTITUDE TOWARD THE SPEAKER AND THE SPEECH TOPIC

| Speaker | Group | Favorable Assertions | | N | t | p |
|---|-----------|-----------------------|------------------------|-----|--------|-----|
| | | \bar{D} on Pre-test | \bar{D} on Post-test | | | |
| B | 1 | 4.97 | 3.50 | 40 | 2.14 | .05 |
| | 2 | 5.27 | 3.60 | 40 | 2.09 | .05 |
| | 3 | 5.47 | 2.80 | 40 | 4.77 | .01 |
| | 4 | 4.50 | 2.37 | 40 | 3.54 | .01 |
| | Composite | 5.05 | 3.07 | 160 | 5.42 | .01 |
| C | 1 | 4.80 | 2.55 | 40 | 3.84 | .01 |
| | 2 | 4.47 | 3.03 | 40 | 2.88 | .01 |
| | 3 | 4.45 | 2.78 | 40 | 2.67 | .05 |
| | 4 | 3.35 | 1.82 | 40 | 3.32 | .01 |
| | Composite | 4.24 | 2.54 | 160 | 5.93 | .01 |
| Unfavorable Assertions | | | | | | |
| Predicted Shift in Attitude toward the Speech Topic Is Positive | | | | | | |
| A | 1 | 5.91 | 3.30 | 13 | 2.60 | .05 |
| | 2 | 5.15 | 4.20 | 20 | 1.92 | — |
| | 3 | 5.31 | 5.12 | 16 | .31 | — |
| | 4 | 5.58 | 4.54 | 24 | 1.96 | — |
| | Composite | 5.46 | 4.35 | 73 | 2.05 | .05 |
| D | 1 | 3.76 | 2.61 | 13 | 1.92 | — |
| | 2 | 2.70 | 3.47 | 17 | — .89 | — |
| | 3 | 5.75 | 4.83 | 12 | 1.01 | — |
| | 4 | 3.66 | 4.55 | 9 | — 1.13 | — |
| | Composite | 3.86 | 3.76 | 51 | .81 | — |
| Predicted Shift in Attitude toward the Speech Topic Is Negative | | | | | | |
| A | 1 | 4.33 | 7.66 | 27 | — 3.42 | .01 |
| | 2 | 4.25 | 6.50 | 20 | — 2.31 | .05 |
| | 3 | 3.75 | 7.66 | 24 | — 4.22 | .01 |
| | 4 | 3.37 | 3.00 | 16 | .31 | — |
| | Composite | 4.01 | 6.54 | 87 | — 4.93 | .01 |
| D | 1 | 4.44 | 4.53 | 27 | — .21 | — |
| | 2 | 3.91 | 3.65 | 23 | .41 | — |
| | 3 | 4.42 | 5.32 | 28 | — 1.21 | — |
| | 4 | 3.96 | 4.38 | 31 | — .94 | — |
| | Composite | 4.19 | 4.51 | 109 | — .94 | — |

1. For positive assertions, if the subject becomes more favorable toward the speaker, his attitude toward the speech topic should also become more favorable, or remain stable. The end result should be a lessening of the difference between attitude toward the speaker and attitude toward the speech topic. For this case, a correct prediction occurs when the D for the pre-test is greater than the D for the post-test.
2. For positive assertions, if the subject becomes less favorable toward the speaker, his attitude toward the speech topic should become less favorable, or remain stable. The result should be a lessening of the difference between attitude toward the speaker and attitude toward the speech topic. For this case, a correct prediction occurs when the D for the pre-test is greater than the D for the post-test.
3. For negative assertions, if the subject's attitude toward the speaker becomes less favorable on the post-test when compared to the pre-test, the subject's attitude toward the speech topic should become more favorable. Thus, for this case, a correct prediction occurs when the D for the pre-test is larger than the D for the post-test.
4. For negative assertions, if the subject's attitude toward the speaker becomes more favorable on the post-test when compared to the pre-test, the subject's attitude toward the speech topic should become less favorable. Thus, for this case, a correct prediction is recorded when the D for the pre-test is smaller than the D for the post-test.

Table II reports the results of this analysis applied to the data in this experiment. For both cases with positive assertions, the more congruous position is one where the pre-test D is larger than the post-test D. The table shows that this result obtained for all eight groups.

The situation is somewhat different for negative assertions. Here there is no expectation that the position of maximum congruity is expressed as an equal attitude score for speaker and topic. Table II shows that thirteen of the sixteen individual results are in the

predicted direction, although only four cases show significant differences.

The results of the analysis using the D measure are relatively clear. The experimental subjects did tend to move their attitudes toward the speaker and toward the speech topic into more congruous positions. The disparity between the analysis using the D measure and the previous analysis (Table I) based on the written model seems to indicate that speaker delivery and message treatment may play a part in determining how listeners arrive at congruous positions.

The hypotheses suggested at the beginning of the study attempt to explain the effect of delivery. Table III reports the application of these three hypotheses to the data obtained. The results show that 73 per cent of the predictions were correct. This percentage of correct predictions is significant beyond the .01 level of confidence for all four replications and provides support for the original hypotheses.

Once an explanation is found for the subject's final attitude toward the speaker, it is possible to develop a model for oral communication based on the model developed for written communication. This predictive model is shown in Figure 2, and utilizes the general form for such a model developed by Tannenbaum for written communication.

Table IV reports the results obtained when the data for this experiment were compared with this model. Each subject's speaker and speech topic scores were examined to see whether their shifts in attitude toward the speech topic shifted in the predicted direction. The proportion of correct predictions is significant beyond the .01 level of confidence for three of the replications, and significant at the .05 level for the

TABLE III
PROPORTION OF CORRECT PREDICTIONS OF SHIFT IN ATTITUDE TOWARD THE SPEAKER WHEN
ATTITUDE TOWARD THE SPEAKER'S DELIVERY IS TAKEN INTO ACCOUNT

| Speaker | Group | Proportion of Correct Predictions | | |
|---------|-----------|-----------------------------------|------|---------------|
| A | 1 | | .675 | |
| | 2 | | .675 | |
| | 3 | | .750 | |
| | 4 | | .750 | |
| | Composite | | .712 | ($p < .01$) |
| B | 1 | | .725 | |
| | 2 | | .800 | |
| | 3 | | .725 | |
| | 4 | | .725 | |
| | Composite | | .744 | ($p < .01$) |
| C | 1 | | .725 | |
| | 2 | | .575 | |
| | 3 | | .675 | |
| | 4 | | .800 | |
| | Composite | | .694 | ($p < .01$) |
| D | 1 | | .800 | |
| | 2 | | .775 | |
| | 3 | | .800 | |
| | 4 | | .775 | |
| | Composite | | .787 | ($p < .01$) |

FIGURE 2
PREDICTIONS OF EXPECTED SHIFT IN DIRECTION FOR ATTITUDE TOWARD THE SPEECH TOPIC ON THE
BASIS OF ORIGINAL ATTITUDE TOWARD THE SPEAKER AND THE SPEECH TOPIC AND
OBTAINED SHIFT IN ATTITUDE TOWARD THE SPEAKER

| Original Attitude | Speaker Shift Is | With Positive Assertions Topic Shift Should Be | With Negative Assertions Topic Shift Should Be |
|-------------------|------------------|--|--|
| S+T+ | + | +(L)* | — |
| | o | +(L) | — |
| | — | — | +(L) |
| S+To | + | + | — |
| | o | + | — |
| | — | — | + |
| S+T— | + | + | — (L) |
| | o | + | — (L) |
| | — | — (L) | + |
| SoT+ | + | +(L) | — |
| | o | +(L) | — |
| | — | — | +(L) |
| SoTo | + | + | — |
| | o | + | — |
| | — | — | + |
| SoT— | + | + | — (L) |
| | o | + | — (L) |
| | — | — (L) | + |
| S—T+ | + | +(L) | — |
| | o | — | +(L) |
| | — | — | +(L) |
| S—To | + | + | — |
| | o | + | — |
| | — | — | + |
| S—T— | + | + | — (L) |
| | o | — (L) | — (L) |
| | — | — (L) | + |

* (L) indicates that the amount of shift possible is limited by the upper or lower end of the attitudinal continuum.

fourth speaker. This analysis tends to support the reasoning that although subjects did tend toward more congruous positions, the written communication model is not sufficient explanation for attitude shifts in oral communica-

tion. The results tend to support the model developed and reported in Figure 2.

SUMMARY

The rationale for this study developed four specific hypotheses (p. 133)

TABLE IV
PROPORTION OF CORRECT PREDICTIONS OF SHIFT IN ATTITUDE TOWARD THE SPEECH TOPIC MADE ON THE BASIS OF OBTAINED SHIFT IN ATTITUDE TOWARD THE SPEAKER

| Speaker | Group | Proportion of Correct Predictions | p |
|---------|-----------|-----------------------------------|-----|
| A | 1 | .75 | .01 |
| | 2 | .85 | .01 |
| | 3 | .88 | .01 |
| | 4 | .73 | .01 |
| | Composite | .80 | .01 |
| B | 1 | .85 | .01 |
| | 2 | .85 | .01 |
| | 3 | .85 | .01 |
| | 4 | .82 | .01 |
| | Composite | .84 | .01 |
| C | 1 | .85 | .01 |
| | 2 | .71 | .01 |
| | 3 | .82 | .01 |
| | 4 | .92 | .01 |
| | Composite | .84 | .01 |
| D | 1 | .70 | .05 |
| | 2 | .60 | .05 |
| | 3 | .65 | .05 |
| | 4 | .52 | — |
| | Composite | .62 | .05 |

TABLE V
ANALYSIS OF THE EFFECTS OF ATTITUDE TOWARD THE TREATMENT OF THE SPEECH TOPIC ON THE SHIFT TOWARD CONGRUITY OF THE LISTENER'S ATTITUDE TOWARD THE SPEECH TOPIC

| Speaker | Favorable Assertions | | Unfavorable Assertions | | t | p |
|---------|---|-------|--|-------|-------|-----|
| | Predicted shift for topic is +; Treatment score is higher than initial topic score. | | Predicted shift for topic is +; Treatment score is = to or lower than topic score. | | | |
| B | N | Mean | N | Mean | | |
| | 89 | 4.11 | 25 | .40 | 4.38 | .01 |
| C | 103 | 4.33 | 21 | .10 | 6.73 | .01 |
| | Favorable Assertions | | Unfavorable Assertions | | | |
| | Predicted shift for topic is —; Treatment score is higher than initial topic score. | | Predicted shift for topic is —; Treatment score is = to or lower than topic score. | | | |
| B | 34 | —2.52 | 12 | .50 | 3.79 | .05 |
| C | 28 | —2.64 | 8 | —1.75 | 1.61 | — |
| | Favorable Assertions | | Unfavorable Assertions | | | |
| | Predicted shift for topic is +; Treatment score is higher than initial topic score. | | Predicted shift for topic is +; Treatment score is = to or lower than topic score. | | | |
| A | 38 | 1.84 | 35 | —3.31 | 5.22 | .01 |
| D | 17 | 1.29 | 35 | —2.57 | 3.12 | .05 |
| | Favorable Assertions | | Unfavorable Assertions | | | |
| | Predicted shift for topic is —; Treatment score is higher than initial topic score. | | Predicted shift for topic is —; Treatment score is = to or lower than topic score. | | | |
| A | 70 | — .81 | 17 | — .89 | — .21 | — |
| D | 56 | 1.10 | 52 | —2.84 | 3.31 | .01 |

regarding the possible effect of speech treatment. Generally, they suggested that treatment of the speech topic should be a significant variable in congruity, not in its effect on the direction of speech topic shift, but rather in the magnitude of speech topic shift expected.

Table V reports the results of analysis of the data based on the four original hypotheses regarding the speech treatment variable. In general, the hypotheses are not supported. Significant results in the expected direction are obtained for only two of the eight cases.

Analysis of the data in this experiment suggests the following tentative conclusions:

1. The experimental subjects did tend to shift their attitudes toward the speaker and the speech topic to more congruous positions.
2. The shift toward congruity in the oral communication situation seems to be determined more by the listener's attitude toward the speaker than by the listener's attitude toward the speech topic.
3. The listener tends to balance the impression he receives from the speaker's delivery with his impressions of the speaker. Specifically, the listener's attitude toward the speaker's delivery is made congruous with his attitude toward the speaker as a function of initial attitude toward the speaker and of perceived effectiveness in speaker delivery.
4. Attitude toward the treatment of the speech topic is not shown as significant in determining the listener's attitude toward the speech topic. Differences between "strong" and "weak" speech treatment are not shown to have significant effects in determining the listener's final attitude toward the speech topic.

DISCUSSION

The results of this experiment generally tend to support the experimental hypotheses. Listeners did tend to balance their perceptions of the elements in the oral communication situation. Shifts in attitude toward the speaker and toward the speech topic were such as to produce congruous attitudinal structures.

The results obtained seem reasonable for the conditions employed, but it may be difficult to extend the results generally. During the experiment, the subjects had no opportunity to "get to know" the speakers for any extended period of time. In a situation where the speaker is well known to the audience, it is doubtful that a listener would form his attitude toward the speaker solely on the basis of the individual's speech delivery. Yet this is in large part what happened in this study.

This experiment tends to confirm what rhetorical theorists have said for centuries: that effectiveness in delivery contributes not only to the credibility of the speaker, but also to the persuasiveness of the speaker in achieving acceptance of his message. In terms of gross effects, "effective" delivery in this experiment produced a more favorable shift in attitude toward the speaker than did "ineffective" delivery. In regard to the speaker's persuasiveness, the results of the experiment tend to show that when attitude toward the speaker becomes more favorable, attitude toward the speech topic shifts in the direction of the speaker's assertion. Even though there are obvious differences in the ways in which subjects perceive the speaker's delivery, the general conclusion is clear: The speaker with better delivery is more persuasive than the speaker with poorer delivery.

THE TRIUMPH AND FAILURE OF SHERIDAN'S SPEECHES AGAINST HASTINGS

JEROME LANDFIELD

This re-examination of Richard Brinsley Sheridan's two speeches against Warren Hastings appraises the spectacular success of the impeachment speech of 1787 and the relative success of the rephrased version delivered at Hastings' trial in 1788. It also assesses factors that may have influenced later observers who reacted to the speeches with considerably less enthusiasm than did Sheridan's listeners. In maintaining that Sheridan's view of Hastings was consistent and justified, the author questions the continuing criticisms of Sheridan's motives in the Hastings affair. The conclusion considers why Sheridan's two speeches have probably failed as literature, and hence indirectly suggests why other speeches may have gained literary stature.

BY the beginning of 1787, Richard Brinsley Sheridan had accomplished the transition from literary to political prominence. He had survived service in two short-lived ministries to become established in the House of Commons as a leading speaker of the Opposition. Within two years, his speeches against Warren Hastings would cause contemporaries to rank him as an orator equal to Burke, Fox, and Pitt. But while posterity has granted Sheridan's position as a dramatist, it has been reluctant to place him in the first rank of speakers. In this reconsideration of his role in the impeachment and trial of Hastings, my aim is to inquire why his orations, though they created an immediate sensation, failed to inspire continued admiration.¹ Concluding re-

marks on the failure of these speeches to transcend their age may help us understand why other speeches have succeeded in doing so.

THE IMPEACHMENT SPEECH

Warren Hastings, "the new Clive" of India, had withstood the fall and rise of English ministries over attempts at Indian reform. As governor general, he endured open conflict not only from truculent Indians but from fellow Englishmen serving on the five-man council executing English authority under the East India Company. His chief antagonist, Philip Francis, alleged author of the Junius letters, returned to England after a duel with Hastings in 1779. Despite Francis' alliance with Burke and continued reports of abuses such as rumored mistreatment of the Begums of Oude, Hastings was freer to execute reforms and subdue native resistance. Upon Pitt's triumphant election, however—an election aided by the combined forces of the Company and the King—Hastings objected to Pitt's India bill, a gesture of reform, and resigned and returned to England. He had acquired a small fortune of about £80,000, reasonable compensation for some thirty years of valuable service, and particularly justifiable according to Clive's dictum that a modest accumulation of Indian wealth is commendable, considering the temptation and the readiness of the spoils.

Hastings' defenders, anxious to clear

Mr. Landfield is Assistant Professor of Speech at Oberlin College. His interest in Sheridan as an orator stems from a doctoral thesis completed in 1958 under the direction of Loren Reid.

¹ Thus I question the apparent thesis of Lewis Gibbs [pseud., Joseph Walter Cove] in "Sheridan against Hastings" (*QJS*, XXXIV

[1948], 464-468), that Sheridan engaged in a weak case against Hastings for "purely political" reasons (words attributed to Sheridan).

his name and working compatibly within Pitt's majority, encouraged Burke to initiate impeachment proceedings against the Governor. Expectations of acquittal were reasonable, for the hearings soon became tedious. Hastings was a poor speaker and his hauteur won few friends. His two-day speech, read from manuscript, was laborious and contained errors and contradictions. His reply to the Begums charge was not even his own composition.² Hastings' remarks probably strengthened the suspicions of Fox and Sheridan, while confirming the strong convictions of Burke, at a time when these men had become further aroused by bitter parliamentary debates with the ministry over Pitt's India bill and with Hastings' supporters over the impeachment proceedings.

The defeat of the first charge, presented by Burke on June 1, 1786, came as no surprise. But on June 13, Pitt confounded the House by supporting Fox on the second charge. Hastings' friends were appalled, and outside of Parliament accused Pitt of treachery.³ Although Pitt's change of position was the turning point, the outcome was not certain during the seven months before Sheridan presented the next charge. Hastings reportedly "threw himself entirely upon the King, and caballed in the India House against [the] Ministry."⁴ Despite Pitt's stand, many re-

mained uncommitted. Forty-five new votes would be cast with Sheridan's charge. If Hastings' friends could not depend on Pitt's support, neither could the Foxite prosecutors, political enemies of the minister.

The motives of Hastings' accusers were no purer than Pitt's. In fact, observers have tended to absolve Pitt, castigate Francis, condemn Fox and Sheridan, and excuse Burke. Although Sheridan's reputation has suffered from suspicions of insincerity, his opposition to Hastings ran deeper than a sensitivity to political expediency and a desire to display his talent. A dislike of high-handed authority began with amiable resistance to the strictures of an overbearing father. Apprentice writings early reveal Rousseau-inspired social attitudes that permeated speeches throughout his parliamentary career: strong sympathy for the right of oppressed citizens to ameliorate their condition; opposition to the "tyranny" of "unnatural power given to anyone"; and concern for a "vicious and corrupt society," the thematic basis of the *School for Scandal*.⁵ Moreover, a rebellious Irish spirit (Sheridan fought two duels with the same man) was conducive to a defense of the Begums' resistance to English authority.

Sheridan's attitude toward Hastings was no doubt influenced by party loyalty, by Burke, who had planned to present the charge but generously responded to Sheridan's expressed desire to do so, and by Francis, whose information was firsthand, if distorted. Although long compositions were drudgery (Sheridan was notoriously lax about meeting deadlines for plays), he became so absorbed in the cause that Burke wrote Francis on January 2, 1787: "Sheridan has

² See the admission by Major Scott, *The Parliamentary History of England, from the Earliest Period to the Year 1803*, XXVI, 326. Hereafter cited as *Parl. Hist.*

³ According to the "Constitutional Friend," ed. *Speeches of Richard Brinsley Sheridan* (London, 1816), I, 262.

⁴ Hist. MSS. Comm., *Fourteenth Report, Appendix, Part I, Manuscripts of the Duke of Rutland*, III (London, 1894), 380. Daniel Pulteney, the correspondent, also noted: "An indirect agreement had existed between the Indians [supporters of Hastings] and Ministry for Hastings' acquittal" (*ibid.*), but "refractory conduct of the Indians" caused Pitt to support Fox's charge (III, 370-371).

⁵ Sheridan's words quoted from Walter Sichel, *Sheridan* (London, 1909), I, 413, and W. Fraser Rae, *Sheridan* (London, 1896), I, 235.

warmed with a sort of love passion to our Begums."⁶ Not reticent about sharing his enthusiasm, Sheridan boasted to Lord Cavendish "of what he would do," and the word was passed on.⁷ Hence, it is not surprising to find Sheridan, in the last stages of composition, genuinely concerned that justice be meted out to the responsible representative of a society which had viciously imposed arbitrary power for corrupt material advantage.

The occasion presented obstacles and objectives that could not be met by oratorical display. Sheridan's party still suffered the stigma of coalition with Lord North and the disaster that resulted from Fox's India bill. Burke's efforts against Hastings had not gained widespread sympathy; and despite Fox's success with the second charge, "the majority of the nation was inimical to the impeachment."⁸ Sheridan needed to help vindicate his party by arousing public support with a stirring appeal and by successfully linking the specific charge to Hastings' guilt in general.

Verbal pyrotechnics, however, would not sway Pitt, who commanded the largest identifiable bloc of votes, numbering fifty-two.⁹ In addition, Sheridan had to counteract his own reputation, for the audience held an attitude similar to that which prevailed in 1780, when he delivered his maiden speech: they were unusually interested, yet partially hostile. Many were vulnerable to personal misgivings of political animosity, envy, bourgeois morality, and social snobbery.

⁶ Joseph Parkes, *Memoirs of Sir Philip Francis* (London, 1867), II, 254.

⁷ Rutland MSS., III, 369.

⁸ Robert Bisset, *History of the Reign of George III* (London, 1820), III, 439; see also *Historical and Posthumous Memoirs of Sir Nathaniel William Wraxall, IV* (London, 1884), 395-397.

⁹ This number determined the defeat of Burke's charge (67 for, 119 against) and represented the increase in support for Fox's charge (119 for, 79 against).

They continued to consider Sheridan no more than a player's son whose most intensive efforts smacked of theatrics. Nor, though Sheridan shared the fault of private financial irresponsibility with leading colleagues of both parties, did the paradox of applying the same trait to Hastings' public life go unnoticed.¹⁰ Listeners suspected his devices, for they knew his ability to argue ingeniously, retort with vigor, divert with literate and humorous comment, and beguile with facile delivery.

Sheridan's impeachment speech, delivered on February 7, 1787, was unusually long, lasting slightly over five and one-half hours. He began with a bold assertion: he would base his case on Hastings' own testimony, which he claimed was "false throughout."¹¹ Rather than progressing with a direct line of reasoning, Sheridan often argued circuitously, accumulating information that would verify earlier assertions. Owing to the unusual forensic nature of the proceedings, he functioned as a prosecuting attorney, not above overstatement in attempting to discharge his burden of proof and in excluding material that would weaken his stand. His exaggeration of the Begums' sufferings not only added poignance but served an argumentative purpose by counterbalancing suspicions of their hostility. He effectively refuted the major contention that Hastings confiscated the Begums' property because they had engaged in rebellion. Further, Sheridan discredited Hastings' defense testimony.

The bulk of the address consisted not of purple passages, but of factual evidence, so arranged that arguments damaging to Hastings increased in force

¹⁰ See *London Daily Universal Register*, January 29, 1787, p. 2.

¹¹ *Speeches of Sheridan*, I, 279. No text is adequate; Sheridan refused to prepare a version for publication. Certain passages reprinted by Sichel afford limited collation.

to the very end. The peroration, where "the whole force of the case was collected," continued the theme of the need for true justice to the final climax, which was described as "burning and electrical."¹² The structure of the speech may be considered a carefully ordered plot, rising in intensity to progressive peaks of feeling, leading to a climactic conclusion.

Throughout, Sheridan made the most of the unique opportunity to apply his mastery of dramatic technique. Although he dealt with a serious subject, he could not deny his true gift as a satiric playwright, detecting and exposing the ludicrous in human behavior. In working with elements of pain and cruelty, he created a stark humor more reminiscent of Ben Jonson's ironic plays than of his own comedies of manners. The wit was grim and motivated; Hastings, a "trickster" and a "scapin," cleverly gulled Sir Elijah Impey, the dupe.

The action, however, was serious, involving a man in high station mistreating unoffending, helpless women of quality. (Such pathos, blended with humor, suggests the genre of sentimental comedy still popular at the time.) Wraxall noted how Sheridan lent "point to incidents the most revolting, and excited smiles while detailing scenes of deepest distress."¹³ Elliot's reaction could as well have been the appropriate response to a poignant drama, opera, or sentimental novel:

It is impossible to describe the feelings he excited. The *bone* rose repeatedly in my throat, and tears in my eyes—not of grief, but of strongly excited sensibility; so they were in Dudley Long's, who is not, I should think, particularly tearful.¹⁴

Since the villain refused to repent and reform, however, the story took on tragic overtones. Sheridan dealt with conscious misdeeds of magnitude, heightened emotion and conflict, and universal themes of justice, patriotism, and filial piety. He omitted the final retribution, an act in which the audience was to take part. Seldom had a speaker so extensively employed elements of dramatic art as means of persuasion. "All these accessories, when decorated with the charms of oratory," said Wraxall, "subdued his hearers, and left them in breathless admiration, accompanied or followed by conviction."¹⁵

When Sheridan concluded, listeners participated in "the most remarkable scene ever exhibited" in any assembly. Elliot noted an unprecedented "universal shout, nay, even clapping." While Sheridan's friends threw "themselves on his neck in raptures of joy and exultation," the ministry and Hastings' supporters "were struck absolutely dumb, and sat confounded, not knowing how, nor daring to meet the impression made on the audience." Neither James Bland Burgess, scheduled to deliver the reply to Sheridan as his maiden speech, nor Major Scott, leader of Hastings' defenders, could maintain a hearing. Both concluded prematurely.¹⁶

Since hardly any answer could have successfully counteracted the prevailing mood, debate centered on the advisability of adjournment, not an exciting topic. Stanhope (who wanted time "to collect his reason"), Dolben, Montague, and Wilberforce did not question whether listeners had been persuaded,

¹² *Life and Letters of Sir Gilbert Elliot* (London, 1874), I, 124; *Bath Chronicle*, February 15, 1787, p. 4.

¹³ Wraxall, *Historical and Posthumous Memoirs*, IV, 386.

¹⁴ Elliot, *Life and Letters*, I, 124.

¹⁵ Wraxall, *Historical and Posthumous Memoirs*, IV, 386-387.

¹⁶ See Elliot, *Life and Letters*, I, 123-125; *Parl. Hist.*, XXVI, 301-342. (The latter is the source of subsequent quotations, unless otherwise specified.)

but whether they could trust their own responses. Arguing for adjournment, Pitt predicted that Sheridan's "dazzling speech" would produce "all the impression that genius and talents could command." Paying unexpected tribute to an opponent, Pitt added: "An abler speech had, perhaps, never been delivered." Fox, on the other hand, opposed as "improper and unprecedented" the premise that a good speech should be considered grounds for postponing action. He vainly tried to prevent delay while continuing the acclaim, stating that Sheridan's address was so eloquent "that all I have ever read or heard of oratory, either in this assembly or elsewhere, sinks to nothing in comparison."¹⁷ Finally, the House voted to adjourn, thus affirming the notion that a speaker can be too persuasive.

The next day no member stated that he had changed his opinion of the address. Tribute after tribute was paid Sheridan, with the term "astonishing eloquence" most frequently employed. Major Scott's capable refutation was offset by his argument that errors in Hastings' self-defense should be disregarded because they were supplied by ghost-writing colleagues. Acknowledging the "irresistible force" of Sheridan's arguments, Pitt said that he could resist certain parts, but would vote for the charge. Addington was among those who hesitated announcing support until Pitt's intention was clear. The large majority, 175 to 68, meant that Sheridan had gained 11 former pro-Hastings votes and 45 new ones.

Enthusiasm quickly spread outside Parliament. Horace Walpole was incredulous: "One heard everybody in the streets raving on the wonders of that

speech; . . . when did simple eloquence ever convince a majority?"¹⁸ Within a week the news had caused Sheridan's countrymen in Ireland to rejoice over his London triumph. His sister pointed to his increased public stature: "People love your character as much as they admire your talents."¹⁹ A reporter, impressed with the conciliatory force of the speech, observed that it produced "almost universal union" on a "trying occasion, which, of all others, had divided not only the House of Commons, but the nation at large into a large variety of parties."²⁰

Only a few persons voiced disapproval of Sheridan's slightly histrionic delivery. Addington, like Wraxall, noted instances of "high colouring and irrelevant circumstances of exaggeration." But Burke called the address "the most astonishing effort of eloquence, argument, and wit united, of which there was any record or tradition." Elliot believed Sheridan had "surpassed, I think, Pitt, Fox, and even Burke, in his finest and most brilliant orations."²¹ Moreover, favorable judgments remained unchanged. Twenty years later, Windham reminisced (in Macaulay's version): "The speech deserved all its fame, and was, in spite of some faults of taste . . . the greatest that had been delivered within the memory of man." For the rest of his life, Stanhope considered the address "undoubtedly the finest it had ever been his lot to hear."

¹⁸ Horace Walpole, *Letters Addressed to the Countess of Ossory*, 2nd ed. (London, 1848), II, 298-299.

¹⁹ See letters quoted in Thomas Moore, *Memoirs of Sheridan*, 2nd ed. (London, 1825), I, 456-458.

²⁰ *Parl. Hist.*, XXVI, 275; see also *The Speech of R. B. Sheridan, Esq., on Wednesday the 7th of February*, 2nd ed. (London, 1787), p. 2.

²¹ George Pellew, *The Life of Henry Addington, First Viscount Sidmouth* (London, 1847), I, 44; Wraxall, *Historical and Posthumous Memoirs*, IV, 386; Moore, *Memoirs of Sheridan*, I, 450; Elliot, *Life and Letters*, I, 123-124.

¹⁷ Wraxall, *Historical and Posthumous Memoirs*, IV, 391.

Fox admitted, even after his friendship with Sheridan had cooled: "I don't mean to say that I could not speak as well as Sheridan, but I never made such a speech as that."²²

Sheridan had at last fulfilled, in political life, the promise that his vaunted talent had long indicated. His prestige soared. "Never," wrote Wraxall, "was the triumph of genius over a popular assembly more signally displayed."²³ In arousing the public conscience over abuses in India, he had fully demonstrated his power to control an audience. Although the Hastings affair was far from settled, and would further involve Sheridan's labors and reputation, his impeachment speech of February 7, 1787, was his finest moment of eloquence.

THE TRIAL SPEECH

Interest waned over subsequent activity at the impeachment proceedings, although the House voted to support additional charges against Hastings. A second address by Sheridan, accusing Hastings of corruptly receiving presents, was successful, though of secondary importance and quality. On May 10, 1787, the Commons formally impeached Hastings, thereby committing the Lords to act as jury in one of England's famous state trials. While Burke made extensive preparations during the summer, Sheridan was reluctant to attempt to dupli-

cate his former feat. Writing that "half of you, or a quarter, is worth five other men," Burke prevailed upon him. "The owner's mark is on it," he wrote, "and all our docking and cropping cannot hinder its being known and cherished by its original master."²⁴ Although Fox suggested that he repeat the first address, Sheridan vetoed this recommendation and spent more than six months composing a new version.²⁵ As the time for delivery approached, a reporter anticipated his dilemma: "The subject itself was stale, and the facts had been abundantly canvassed, and eloquence had previously supplied its best decorations."²⁶ Further, Sheridan no longer faced limited though vigorous opponents like Major Scott, but a team of trial lawyers whose tactical skill could counterbalance the combined oratorical power of Burke, Fox, and Sheridan. The "managers" were also restricted by the ruling that each charge must be presented and answered in full before the Lords voted, on all charges, at the end of the trial.

Beginning on February 13, 1788, the trial was held in historic Westminster Hall, again resplendent with pageantry, its huge interior decorated to resemble the House of Lords, with a section for members of the Commons and special boxes for the elite. Burke's impassioned reply to the defense, requiring four sessions, set the pattern for lack of brevity;

²² Thomas Babington Macaulay, *Warren Hastings* (London, 1916), p. 118. Earlier editions of this work antedate Goodrich, who quotes, in the 1852 edition of *Select British Eloquence* (p. 401) Macaulay's evident paraphrase without citation, thus leaving the reader to assume that the words are Windham's rather than Macaulay's. See Anna Stirling, quoting Stanhope's son in *Annals of a Yorkshire House* (London, 1911), II, 37. Cf. Fox's view in Charles Greville, *The Greville Diary* (London, 1927), I, 41; and Henry Fox, Third Baron Holland, *Further Memoirs of the Whig Party* (London, 1905), pp. 244-245.

²³ Wraxall, *Historical and Posthumous Memoirs*, IV, 389-390.

²⁴ See Burke's correspondence in Moore, *Memoirs of Sheridan*, I, 489-490, and Rae, *Sheridan*, II, 55-58.

²⁵ For Fox's opinion, see *Works of Lord Byron, Letters and Journals* (London, 1901-04), V, 411. Goodrich (*British Eloquence*, p. 401) erroneously states that the two speeches were the same, "as far as possible." Elliot (*Life and Letters*, I, 210) wrote that Sheridan was "unwilling to repeat" the first address. The *Morning Post* (June 19, 1788, p. 2) notes estimates of six months, but adds its own: "We are told that it has been the principal object of Mr. Sheridan's attention for upwards of a whole year."

²⁶ *Morning Post*, June 6, 1788, p. 2.

major speeches during the seven-year trial required an average of two and one-half days to deliver.

The first charge was opened by Fox, supported by Grey, summed up by Anstruther, and concluded by Burke. Excitement grew in anticipation of Sheridan's speech. "And thus we went on, our curiosity and expectation lashing itself into a rage, as lions are supposed to do," wrote Elliot, who felt that public interest had never been so intense on any subject.²⁷ On the first day, when the gates were opened, a near riot occurred as men and women fought their way to gallery seats. Interest in Sheridan's performance overshadowed concern for Hastings' fate. As Sheridan confronted the heightened expectations of listeners, who ranged from giddy and suggestible to shrewd and sober, he did not again make self-confident predictions about himself. On the contrary, he nearly succumbed to the strain.

Sheridan's trial speech, requiring four sittings from June 3 to June 13, was actually the summation of the second charge, begun by Adam and supported by Pelham nearly seven weeks earlier. A comparison of this address with its predecessor reveals essentially the same arguments and subject matter, with the main differences arising out of intervening allegations and testimony. Because of this intrinsic similarity, our concern here is with what Sheridan gained and lost through rephrasing.

With the superior text of 1788, one likeness is immediately evident: Sheridan's precise and evocative language.²⁸

²⁷ Elliot, *Life and Letters*, I, 204-207.

²⁸ The text used appears in E. A. Bond, *Speeches of the Managers and Counsel in the Trial of Warren Hastings* (London, 1859-61), I, 481-729. This source was carefully edited from the shorthand reports, recorded at the trial with "scrupulous fidelity" (*ibid.*, I, xliii)

In the second speech, familiarity with the subject caused Sheridan to lose spontaneity and gain a polish too often expressed in epigrammatic statements. At other times the opportunity for revision enabled Sheridan to express ideas with greater vividness and wider connotation. In one instance he described justifiable rebellion, alluding to certain uprisings, after citing examples of how the English had mistreated Indian citizens.

Why did they rise? Because they were people in human shape: the poor souls had human feelings. Because patience under the detested tyranny of man is rebellion to the sovereignty of God. Because allegiance to that Power that gives us the forms of men commands us to maintain the rights of men. And never yet was this truth dismissed from the human heart—never, in any time, in any age—never, in any clime where rude men ever had any social feeling, or where corrupt refinement had subdued all feeling—never was this one unextinguishable truth destroyed from the heart of man, placed in the core and centre of it by its Maker, that man was not made the property of man; that human power is a trust for human benefit; and that, when it is abused, revenge is justice, if not the duty of the injured. These, my Lords, were the causes why these people rose.²⁹

Sheridan could express prevalent social philosophy with vigor, in humanly affecting terms; he lacked, however, the penetrating and original thought of Burke.

Sheridan's humor did not suffer by restatement. Although his satire was primarily a critical weapon, its use rendered him freer from the criticism of harsh hostility leveled at Burke and the other managers. Sheridan's attacks seem somewhat less severe and overstated than in the previous speech, suggesting a tempering attitude. But the indigna-

by the staff of Joseph Gurney, leading court reporter and prominent in the development of shorthand transcription.

²⁹ Bond, *Hastings Speeches*, I, 607; quotations following, *ibid.*, 526, 529, 593-594.

tion remains, and is clearly evident in his irony, employed more prominently than ever before, either in speeches or plays. After discussing suffering in Oude, he alludes to an unscrupulous officer involved, stating that "it was after the angry dispensations of Providence had, with a progressive severity of chastisement, visited the land with a famine one year and with a Colonel Hannay the next. . . ."

Occasionally Sheridan's extensive revisions caused discordantly elaborate passages, such as that in which he described the "strong cherub Truth, empowered by that will which gives a giant's nerve to an infant's arm," calling for retribution in "the weak but clear tone of that cherub Innocence, whose voice is more persuasive than eloquence." He elaborated upon a few figures used before, with the result again slightly forced.³⁰ Such exclamations suggest a self-consciousness of expression seldom evident in the former speech. Sheridan's conclusion, perhaps the one section superior to its equivalent in the earlier version, ringing in the grand style of the classical peroration, again damned Hastings with his own words, that the "majesty of justice" should not condescend to an inquiry into his actions; and exhorted the Lords to their task "by everything that calls sublimely upon the heart of man—by the majesty of that justice which this bold man has libelled." When he finished, Sheridan nearly fainted into the arms of Burke, who hugged him. As in 1787, listeners remained silent for a moment and then applauded.

Sheridan's seeming collapse climaxed a series of infirmities that had plagued him over the ten-day period required to complete the speech. Illness, aggra-

vated by physical and mental strain, had frustrated his intention to conclude within two days. He closed prematurely on the first three days, failing to stop at major structural divisions. During the entire period, he drank only water and took little food. The second day was an improvement, although he had been "so extremely ill the night before, and had strained himself by vomiting so severely as to make it doubtful whether he would be able to speak at all."³¹ During most of the twenty-four hours preceding his appearance on the third day, he worked continuously, not eating. Friends urged him not to speak, but he persisted, and lasted for about an hour and fifteen minutes. Pique at this delay included suspicions, some politically inspired, that his distresses were assumed. By the last day, he had recovered enough to retain control. Yet Gibbon, despite Sheridan's compliment to his "luminous pages," slyly wrote Lord Sheffield: "Sheridan, in the close of his speech, sunk into Burke's arms; but I called this morning, he is perfectly well."³² Four days after the speech Sheridan's wife wrote his sister not to worry about "the accounts of S.'s illness in the papers," for he had by then recovered; she added that they had both "been in a constant state of agitation, of one kind or another for some time back."³³

Most of the immediate responses, particularly those in the newspapers, again were laudatory. Praise was highest for the peroration where Sheridan "wound his subject up to a pitch which leaves all the orators, ancient and modern, at an insensible and immeasurable dis-

³¹ Elliot, *Life and Letters*, I, 212-214.

³² "A good actor!" he also added to his notes, according to Malcolm Muggeridge ("Warren Hastings," *From Anne to Victoria*, ed. Bonamy Dobrée [New York, 1937], p. 364); for quotation above, see *Miscellaneous Works of Edward Gibbon* (London, 1837), p. 382.

³³ Moore, *Memoirs of Sheridan*, I, 528.

³⁰ Cf. the "number of lashes" passage in *Speeches of Sheridan* (I, 294) with the revised version in Bond (*Hastings Speeches*, I, 717-718).

tance, and raised the auditory to a pitch of wonder and ecstasy."³⁴ Wraxall seemed as impressed as before: "Many of Sheridan's pictures," he wrote, "were so highly coloured, and so magically wrought up, as to produce an almost electric shock."³⁵ Lord Townshend's reaction echoed the concern of 1787, whether people could trust their reactions: "He said he should be sorry were he forced to give a vote directly on Hastings, before he had time to cool."³⁶ Gibbon publicly pronounced the speech "the first composition of any, whether ancient or modern," and wrote that it contained "one of the closest chains of argument I ever heard, to prove that Hastings was responsible for the acts of Middleton."³⁷ Even more enthusiastic than in 1787, Burke first noted how Sheridan's performance was "unparalleled in the annals of oratory," and then continued:

No holy seer of religion, no sage, no statesman, no orator, no man of any literary description whatever, has come up, in the one instance, to the pure sentiments of morality, or, in the other, to that variety of knowledge, force of imagination, propriety and vivacity of allusion, beauty and elegance of diction, strength and copiousness of style, pathos and sublimity of conception, to which we have this day listened with ardour and admiration. From poetry up to eloquence, there is not a species of composition, of which a complete and perfect specimen might not, from that single speech, be culled and collected.³⁸

Burke afterward maintained that the ad-

dress was "the grand desideratum, which was neither poetry nor eloquence, but something *better* than both."³⁹

The few criticisms that were offered were no stronger than in the previous year. Some listeners disliked the lapses into levity; histrionics and bombast were again censured. Most seriously criticized were certain contrived passages, said to lack spontaneity and to be linked by hasty transitions.⁴⁰ Although a newspaper quoted Hastings as declaring that he, too, was convinced of his guilt, if but for a moment as he listened to Sheridan, a few days later he wrote considered thoughts to a friend. Hastings recognized the wide differences of opinion, how some considered the speech flawless eloquence and others, "turgid nonsense." He agreed that it would have been a "perfect Composition had it borne any just relation to the subject." It contained, in Hastings' words, impudent assertions, much bombast, wit but much more buffoonery, gross invective, foul language, and many flights of fine imagination. It was derivative of Bouffon, the *Spectator*, and Sterne's *Sentimental Journey*. The applause, concluded Hastings, completed "the travesty of the Court into a theatre."⁴¹

As time passed, public admiration for Sheridan continued to grow, for he had satisfied the demands of the audience. "Never perhaps was public expectation raised so high as on his appearance, and never," Wraxall believed, "in the history of modern ages, was it so com-

³⁴ London *Chronicle*, June 12-14, 1788, p. 7; Newcastle *Chronicle*, June 21, 1788, p. 4; Bristol *Gazette*, June 19, 1788, p. 2; *World*, June 14, 1788, p. 3.

³⁵ Wraxall, *Historical and Posthumous Memoirs*, V, 132.

³⁶ Horace Walpole's *England as His Letters Picture It*, ed. Alfred Bishop Mason (New York, 1930), p. 359.

³⁷ *Morning Herald*, June 9, 1788, p. 2; Gibbon, *Miscellaneous Works*, p. 382.

³⁸ Quoted by Donald C. Bryant ("Burke's Opinion of Some Orators of His Day," *QJS*, XX [1934], 250), from an early memoir by Charles McCormick.

³⁹ Byron, *Works*, V, 411.

⁴⁰ See, for example, William Eden, *Journal and Correspondence of William, Lord Auckland* (London, 1861), II, 211-212; Richard Grenville, *Memoirs of the Court and Cabinets of George the Third* (London, 1853), I, 395; Eliot, *Life and Letters*, I, 212-214.

⁴¹ *Morning Post*, June 13, 1788, p. 2; S. Arthur Strong, "Warren Hastings' Own Account of His Impeachment," *Critical Studies and Fragments* (London, 1912), pp. 218-225.

pletely gratified." Also gratified were Sheridan's own ambitions: "His success," continued Wraxall, "placed him on an eminence which no public man in either House of Parliament has attained in my time."⁴² Sheridan had achieved permanent literary fame in four years, from 1775 to 1779; nearly everything he wrote afterward was second-rate. In another short period of time, from 1780 to 1788, he had become an equal of the leading political speakers of his day. During the next twenty-four years in the House of Commons, he would rise no higher. Fine speeches followed, but none so striking as those uttered against Hastings.

As the trial dragged on for seven years, hardly anyone, save possibly Francis, remained inspired by Burke's unrelenting fervor. Sheridan's diminished enthusiasm for the proceedings began when he was called on for additional help after the impeachment speech; Burke had to badger him into further participation. In the trial speech itself a slight reduction in severity of tone and a greater preoccupation with figurative devices suggest Sheridan's tempering attitude toward Hastings. Five months later the Duchess of Devonshire wrote in her *Diary* that Sheridan was so "heartily tired" of the trial and so "fearful of Burke's impetuosity" that he hoped Hastings would "run away and Burke after him."⁴³ This quip reveals the animosity between Burke and Sheridan that contributed to Burke's break with Fox in 1791, primarily over the French Revolution. Yet Fox and Sheridan continued to participate in the trial under the leadership of the man who became their political opponent. Although they still agreed with Burke that Hastings

should be held accountable, they viewed him more as a symbol of abusive authority justifying social change than as a criminal whose prosecution would help maintain justice and order.

Sheridan demonstrated his increasing detachment toward Hastings in his final speech at the trial, delivered on May 14, 1794. In another quip intended for intimates, Sheridan reportedly said, referring to the defense lawyers, that he "would abuse Ned Law—ridicule Plumer's long orations—make the Court laugh—please the women, and . . . get triumphantly through the task."⁴⁴ He was much less severe on Hastings, although his personal thoughts, revealed in notes appended to a copy of Law's arguments, still indicate a genuine indignation belying his outward flippancy.⁴⁵ The speech, despite a severe denunciation of Law, was an apparent contradiction in attitude, far different from the inspired condemnation of Hastings in 1787. Actually it was a subtle conclusion to his Hastings orations.

Although he could not admit it at the trial, Sheridan probably believed that Hastings had served his sentence. Even in 1788, Hastings had confided that if any friend should ever be brought to a similar trial, he would "advise him to plead guilty to the charge, to avoid the torture of the process" involved in gaining acquittal.⁴⁶ As time for the verdict approached, Hastings had suffered enough in the minds of many who in 1787 had considered him guilty. His health had deteriorated under nine years of verbal whip-lashing and the indignity of being a prisoner for seven, and he had spent his fortune in defending himself. His lawyers did

⁴² Wraxall, *Historical and Posthumous Memoirs*, V, 131-132.

⁴³ Entry for November 20, 1788; Sichel, *Sheridan* (quoting the *Diary*), II, 404.

⁴⁴ Moore, *Memoirs of Sheridan*, II, 248.

⁴⁵ Quoted in Sichel, *Sheridan*, II, 170.

⁴⁶ Strong, *Critical Studies*, p. 224.

not modify their contention that he was innocent, but hinted that he had paid a sufficient penalty. On April 23, 1795, the Lords delivered a verdict that surprised few people: not guilty. Public sentiment had changed. Indignation at the evils of arbitrary power dwindled as the French threat directed anxiety toward national security rather than civil liberties. Although honored in his last years and reimbursed by the Company, Hastings never fully escaped the stigma of having been the master scapegoat for wrongdoing in India. "Old Hastings" outlived Burke, Fox, Pitt, and Sheridan, dying peacefully the same year as Philip Francis, the man who had predicted his violent death. The question of Hastings' guilt or innocence is still subject to debate. The trial, though cumbersome, prevented hasty action against him, while providing a means for meting out censure for unethical and arbitrary actions committed in the name of empire. Henceforth ambitious Englishmen would more seriously consider the consequences of amassing Indian fortunes as quickly and ruthlessly as possible. The speeches against Hastings delivered by Sheridan, Burke, Fox, and the others contain early and significant criticism of unenlightened colonialism.

CONCLUSION: THE VERDICT OF POSTERITY

Although Sheridan's speeches and plays both attained success with contemporary audiences, only his plays have achieved permanence as literature. Why do the addresses of Burke and others continue to capture the interest of students, while those of Sheridan fail to do so? Burke's speeches, of course, command attention as an integral part of his canon of conservative social philosophy. Sheridan's speeches and plays, having separate purposes, lack such thematic coherence. Yet other factors help explain why the fame of Sheridan's

speeches against Hastings was ephemeral.

First, the issue raised by the trial was unresolved and overshadowed. Ostensibly, the Lords rejected Sheridan's stand; but the proceedings reflected the nation's conscience over abuses in India. Dramatic reforms did not begin immediately, although conditions improved. The position of Sheridan and others was not vindicated until much later, with the removal of a private company as authority in India, and in our own time with Indian independence. Historically, the issue has been overshadowed because it was a hiatus between revolutions, American and French. These two events provided more lasting ideas, expressed in documents, including speeches. Yet this same revolutionary spirit is expressed as a thematic undercurrent in the Hastings affair, a question of deep concern reflected in the speeches of Sheridan and Fox.

The second reason, related to the strong but fleeting interest in the issue, is that the subject matter of the trial was so complex and voluminous that it began to bore people long before the proceedings ended. The aggregate delivery time of Sheridan's two speeches, close to twenty hours, indicates the bulk of factual evidence involved. To explain quotable passages requires extensive exposition, usually prohibitive in published studies. As a result, Sheridan's "gems" are often quoted out of context, emphasizing the glitter.

Third, the speeches were expressed in a style deeply moving at the time, but not necessarily universal. Sir James Mackintosh, who heard the first speech, accurately predicted that the "taste of a later age" would cause critical disfavor.⁴⁷ Sheridan's injection of pathos, sentimentality, humor, and elaborate

⁴⁷ Elliot, *Life and Letters*, I, 125, n. 1.

figures was less effective in subsequent decades, when chastity of utterance and the plain style became the mode. His speeches exemplify the factor of immediacy in rhetoric, as distinguished from the relatively permanent appeal of literature. Failure of works of art, literary or otherwise, to succeed with original audiences does not prevent later recognition of their true worth. Yet one may wonder whether a speech, received indifferently by its original audience and then admired by later readers, is truly a speech. Fox said that the speech that reads well is not a good speech. To generalize about Sheridan's two orations, granting first that certain negative reactions soon began to develop, particularly after the second speech, the principal distinction between approval and disapproval is largely the difference between those who heard them and those who read them, the immediate as distinguished from the later audience.

The fourth reason accounting for the transitory reputation of the orations is that faulty texts have caused Sheridan to be criticized for words he never uttered. Reporters sometimes added their own remarks to make his speeches "pointed."⁴⁸ Seldom did he edit or authorize speech texts for publication. Newspaper accounts of his addresses against Hastings were often prefaced with the admission that a faithful record was impossible. His first biographer critically assaulted the trial speech, demonstrating how one figure was a shoddy imitation of Milton; yet the figure appears to be the addition of a reporter.⁴⁹ Sheridan's second biog-

rapher, after examining the manuscript of the impeachment speech, found it "sadly misrepresented in all the published accounts."⁵⁰ In 1874, two writers expressed reactions to the trial speech; one considered the frequent metaphors "forced and in bad taste," while the other observed that the "long and elaborate peroration, which, in the current version, resembles the outpouring of an insane rhetorician, does not lack either sense or effect in the accurate report."⁵¹ One can understand how a writer, having heard adverse reports, might quickly confirm such predispositions with a glance at a stock edition of Sheridan's Hastings orations.

And finally, the decline in admiration for Sheridan's character both contributed to and was caused by a dimmer view of the two speeches. Too long to tell here is the story of Sheridan's personal and political shortcomings; the Hastings affair provides, however, an example of how posterity has indulged the perpetuation of twin suspicions that Sheridan dishonestly feigned effects he did not feel and professed thoughts he did not believe. Seldom have Sheridan's ten days of strain and illness been duly acknowledged.

Creevey's report of the meeting between Sheridan and Hastings in 1805 was especially damaging, for Sheridan then apologized to Hastings, allegedly describing his part in the proceedings as "purely political." Even granting Creevey's good faith and accuracy, for he was one of the Whig regulars apt to mistrust Sheridan at that time, what Sher-

⁴⁸ According to Pulteney, who writes that in one speech Sheridan never spoke "one-half the nonsense" Woodfall attributed to him. See Rutland MSS., III, 369.

⁴⁹ The figure, "a petty nucleus, involved in its lamina," appears in *Speeches of Sheridan* (1816), II, 56, is attacked in John Watkins' *Memoirs of Sheridan* (London, 1817), I, 465

ff., and could not be found by the writer in the accurate Bond edition (see I, 482-483).

⁵⁰ *Memoirs, Journal, and Correspondence of Thomas Moore* (London, 1853), II, 272.

⁵¹ Elliot, *Life and Letters*, I, 125, n. 1, containing criticism by the editor, his great-niece. The second quotation is from W. Fraser Rae, *Wilkes, Sheridan, Fox: the Opposition under George the Third* (London, 1874), p. 230.

idan said in 1805 offers no proof that he did not believe what he had said seventeen years earlier.⁵² His expression of sympathy to Hastings, at a moment when both were guests of the Prince of Wales, seems rather an admission that Hastings had been treated shabbily in a trial that had gotten out of control.

However justified Sheridan's part in the impeachment may have been, his political successors as well as his rivals were ready to believe the worst. Lord Brougham set the tone for a new generation, questioning the chastity and correctness of Sheridan's taste. Commenting that Sheridan "delighted in gaudy figures" and "was attracted by glare," Brougham noted how "he 'played to the galleries,' and indulged them, of course, with an endless succession of clap-traps."⁵³ Macaulay's burst of righteous Victorian indignation dispatched Sheridan's political stature and his two speeches into near oblivion. In his spirited essay on Hastings, written in 1841, Macaulay betrayed his cursory exposure to Sheridan's trial speech by announcing that it lasted two days (instead of four.) He then proclaimed:

Sheridan, when he concluded, contrived, with a knowledge of stage-effect which his father might have envied, to sink back, as if exhausted, into the arms of Burke, who hugged him with the energy of generous admiration.

Macaulay's rhetorical criticism consisted of five words: "sparkling and highly finished declamation."⁵⁴

Nothing Sheridan said in the Hastings orations contributed so much to posterity's dim view of them as two ex-

ternal incidents—his apparent fainting as he finished and what he said to Hastings seventeen years later. The pattern was set. The most vituperative of Sheridan's contemporaries hardly ventured as far as did George Gilfillan in 1853, who informed English and American audiences that certain of Sheridan's speaking traits were those of an "ignorant and worthless charlatan."⁵⁵ The posthumous reputation of any speaker could hardly survive such onslaughts; negative evaluations have continued to the present.⁵⁶

Thus it is that Sheridan's two speeches have fallen into obscurity. Perhaps they are speeches instead of oratory, for the term oratory now suggests the type of grand address that has come to be regarded as a form of literature to be experienced by readers. Sheridan's speeches against Hastings fail as literature: they are not important historical documents; they do not contain enough timeless ideas to be interesting; they are expressed in an outdated style; they were not rendered by the author into an accurate, permanent text; and they are not so free of biographical considerations, not so self-contained, as literature. Hence, although they benefited from Sheridan's literary skill, they can hardly be studied for their own sake.

Sheridan made a distinction that was unfortunately overlooked in his own time and since—the difference, in his life and work, between art and nature, theatre and politics, literature and

⁵² In "Modern British Orators," *Eclectic Magazine*, XXXI (1854), 26; reprinted from *Hogg's Instructor*, X (1853), 361 ff.

⁵³ "Sheridan's histrionic indignation rings insincere," writes P. E. Roberts ("Warren Hastings and His Accusers," *Journal of Indian History*, III, Part I [1924], 132). Sheridan's apology to Hastings is a "recantation" to Mugeridge (*From Anne to Victoria*, p. 356). Both Gibbs (*QJS*, XXXIV, 464-468) and the latest Sheridan biographer, Oscar Sherwin, emphasize this apparent "recantation" and leave the reader to infer misgivings about Sheridan's rhetorical integrity (see Sherwin's *Uncorking Old Sherry* [New York, 1960], pp. 209-227).

⁵⁴ Further, Creevey quotes Hastings directly and Sheridan indirectly (*Creevey Papers* [London, 1904], I, 59-60).

⁵⁵ *Historical Sketches of Statesmen Who Flourished in the Time of George III* (Philadelphia, 1854), I, 172. (First published in England in 1839.)

⁵⁶ Macaulay, *Hastings*, p. 127. The editor of the 1916 edition adds in a footnote to the passage, "Sheridan himself as a writer of plays knew something of stage effects" (p. 174).

speeches, and private affairs and public deportment. His formal and informal statements about Hastings, made over a period of seventeen years, provide, perhaps, the lasting answer to the problem: Hastings was not as guilty as charged by his accusers, but neither was he as innocent as claimed by his defenders. Hastings lived through punishment to receive reward; Sheridan lived

through reward to receive punishment. One might ponder the majesty of the justice dispensed to the man, who after first attaining a permanent place in English literature, then delivered two speeches which, in terms of genuine advocacy of an honorable cause and persuasive impact on an illustrious audience, have seldom been equalled in the history of English political speaking.

A BIBLIOGRAPHY OF RHETORIC AND PUBLIC ADDRESS FOR THE YEAR 1960

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This bibliography includes the more important publications on rhetoric and public address appearing in the year 1960. It lists publications from the major fields of study producing work of interest to scholars in rhetoric and public address. The staff invites readers to send in significant items which have been overlooked. Books and articles which appeared between 1947 and 1959 are listed if they escaped notice in the bibliographies for those years [QJS 34(1948).227-99; 35(1949).127-48; 36(1950).141-63; SM 18(1951).95-121; 19(1952).79-102; 20(1953).79-107; 21(1954).79-107; 22(1955).79-110; 23(1956).157-88; 24(1957).181-211; 25(1958).178-207; 26(1959).183-216; 27(1960).201-38.]. In all cases where no date is specified in the entry, the year 1960 may be assumed.

The list of abbreviations does not include all the journals examined by the staff, nor all the journals cited in any given issue of the bibliography. Rather, it lists those most frequently cited, changing slightly from year to year.

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- a. General: History, Types, Techniques
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ABBREVIATIONS

| | | | |
|-------|--|-------|--|
| AAA | The Annals of the American Academy of Political and Social Science | JHI | Journal of the History of Ideas |
| AERTJ | Association of Education by Radio-Television Journal | JISHS | Journal of the Illinois State Historical Society |
| AHR | The American Historical Review | JP | The Journal of Politics |
| AI | Annals of Iowa | JPer | Journal of Personality |
| AJP | American Journal of Philology | JPsy | Journal of Psychology |
| AL | American Literature | JQ | Journalism Quarterly |
| AM | The Americas | JSH | The Journal of Southern History |
| AmQ | American Quarterly | JSI | Journal of Social Issues |
| AP | American Psychologist | JSP | Journal of Social Psychology |
| APSR | The American Political Science Review | ML | Modern Languages |
| AR | Antioch Review | MLN | Modern Language Notes |
| AS | American Scholar | MLQ | Modern Language Quarterly |
| ASR | American Sociological Review | MP | Modern Philology |
| BA | Books Abroad | MVHR | The Mississippi Valley Historical Review |
| BCr | Bulletin Critique du Livre Français (Paris) | N | The Nation |
| BHPSO | Bulletin of the Historical and Philosophical Society of Ohio | NAEBJ | National Association of Educational Broadcasters Journal |
| BJP | British Journal of Psychology (London) | NEQ | New England Quarterly |
| CH | Current History | NH | Nebraska History |
| CJ | The Classical Journal | NRFH | Nueva Revista de Filología Hispánica (Mexico City) |
| CM | Classica et Mediaevalia | NYH | New York History |
| CoR | Contemporary Review | NYHTB | New York Herald Tribune Book Review |
| CP | Classical Philology | NYTB | New York Times Book Review |
| CQ | Classical Quarterly | NYTM | New York Times Magazine |
| CR | The Classical Review | OHQ | The Ohio Historical Quarterly |
| CSSJ | Central States Speech Journal | PA | Parliamentary Affairs (London) |
| EJ | English Journal | Ph | The Phoenix (Toronto) |
| ELH | Journal of English Literary History | PMLA | Publications of the Modern Language Association of America |
| EPM | Education and Psychological Measurement | PNQ | Pacific Northwest Quarterly |
| ERB | Educational Research Bulletin | POQ | Public Opinion Quarterly |
| H | Hispania | PQ | Philological Quarterly |
| HAHR | Hispanic American Historical Review | PR | Psychological Review |
| HLQ | Huntington Library Quarterly | QC | Quaderni della 'Critica' (Bari, Italy) |
| HR | Human Relations (London) | QFRT | Quarterly of Film, Radio and Television |
| It | L'Italia che scrive (Rome) | QJS | The Quarterly Journal of Speech |
| JAP | Journal of Applied Psychology | QR | Quarterly Review |
| JASP | Journal of Abnormal and Social Psychology | RBC | Revista Bimestre Cubana (Habana) |
| JB | The Journal of Broadcasting | RBPH | Revue Belge de Philologie et d'Histoire (Brussels) |
| JEE | Journal of Experimental Education | RES | Review of English Studies (London) |
| JC | Journal of Communication | RHA | Revista de Historia de América (Tacubaya, Mexico) |
| JEGP | Journal of English and Germanic Philology | SAQ | South Atlantic Quarterly |
| JEP | Journal of Educational Psychology | SeR | Sewanee Review |
| JExP | Journal of Experimental Psychology | SHQ | Southwestern Historical Quarterly |
| JGP | Journal of General Psychology | SM | Speech Monographs |
| | | SP | Studies in Philology |

| | | | |
|------|---|-------|-------------------------------------|
| SR | Saturday Review | TS | Today's Speech |
| SSJ | Southern Speech Journal | USQBR | United States Quarterly Book Review |
| ST | The Speech Teacher | | |
| TAPA | Transactions of the American Philological Association | WMH | Wisconsin Magazine of History |
| | | WMQ | The William and Mary Quarterly |
| TCR | Teachers College Record | WPQ | Western Political Quarterly |
| TLS | Times Literary Supplement (London) | WS | Western Speech |
| | | YR | Yale Review, new series |

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GRADUATE THESES: AN INDEX OF GRADUATE WORK IN SPEECH, XXVIII

FRANKLIN H. KNOWER
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SECTION I

There are 1110 graduate degrees in Speech reported here for the first time. Master's degrees account for 940 of this total. Five hundred and sixty-nine Master's degrees with thesis and 371 without thesis were reported. Doctor's degrees totaled 170. Master's degrees were reported by 91 institutions and Doctor's degrees were reported by 30 institutions.

Table I contains an alphabetical list of institutions which have reported graduate degrees in Speech, the number of degrees of each major level reported to date, and a composite total of graduate degrees granted by Speech departments.

Section II contains a list of numbered thesis titles with the schools arranged alphabetically, and the names of writers of theses arranged alphabetically under each type of degree granted by each school. The numbers assigned the titles are consecutive from the preceding report in the series.

Section III is an index of subject matter suggested by the thesis titles. Many titles are indexed under more than one of the seven major areas of the field. Doctor's thesis title numbers are indicated in the index by an asterisk.

INDEX OF GRADUATE THESES

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TABLE I
INSTITUTIONAL SOURCES OF DEGREES GRANTED AND ACCUMULATED TOTALS

| | MASTER'S DEGREES | | | DOCTOR'S DEGREES | | | Grand Total |
|---|-----------------------------|--------------------------------|-------------------|------------------|-------|---------------|----------------|
| | With Theses 1958 To Date | Without Theses 1958 To Date | Total Master's | 1958 | Total | | |
| Adelphi College | (2) | 2 | | 2 | | 2 | |
| Akron, University of | | 2 | | 2 | | 2 | |
| Alabama, University of | | 106 | (7) | 38 | 144 | 144 | |
| Amherst College | | 1 | | 1 | | 1 | |
| Arizona, University of | (9) | 28 | | 28 | | 28 | |
| Arkansas, University of | (1) | 8 | (12) | 65 | 73 | 73 | |
| Art Institute of Chicago | (7) | 40 | | 11 | 51 | 51 | |
| Ball State Teachers College | | 14 | (7) | 37 | 51 | 51 | |
| Baylor University | (5) | 75 | | 75 | | 75 | |
| Bellarmino College | | | 1 | 1 | | 1 | |
| Bob Jones University | | 15 | | 30 | 45 | 45 | |
| Boston University | (24) | 268 | (9) | 71 | 339 | 10 349 | |
| Bowling Green State Univ. .. | (9) | 83 | | 83 | | 83 | |
| Bradley University | (3) | 12 | (1) | 20 | 32 | 32 | |
| Brigham Young University .. | (6) | 27 | | 27 | | 27 | |
| Brooklyn College | (7) | 92 | (5) | 10 | 102 | 102 | |
| California at Los Angeles, University of | (11) | 107 | | 68 | 175 | 175 | |
| Carnegie Institute of Technology | | 52 | | 52 | | 52 | |
| Catholic University | (18) | 275 | | 275 | | 275 | |
| Colorado, University of | | 30 | | 30 | | 30 | |
| Colorado State College of Education | | 14 | 27 | 41 | | 1 42 | |
| Columbia College | | | 43 | 43 | | 43 | |
| Columbia University— Teachers College | | 5 | (27) | 1480 | 1485 | (4) 84 1569 | |
| Cornell University | (6) | 209 | | 34 | 243 | (1) 80 323 | |
| Denver University | (4) | 336 | (18) | 110 | 446 | (14) 113 559 | |
| DePauw University | (1) | 6 | | 6 | | 6 | |
| East Texas State College | (1) | 5 | | 1 | 6 | 6 | |
| Emerson College | (3) | 83 | | 17 | 100 | 100 | |
| Florida, University of | (2) | 71 | | 71 | (4) | 25 96 | |
| Florida State University | (3) | 38 | | 38 | | 10 48 | |
| Fordham University | | 15 | | 15 | | 15 | |
| Fort Hayes Kansas State College | (1) | 1 | (1) | 2 | 3 | 3 | |
| Fresno State College | (3) | 11 | | 11 | | 11 | |
| George Washington University | | 6 | | 6 | | 6 | |
| Georgia, University of | | 8 | (2) | 2 | 10 | 10 | |
| Grinnell College | | 1 | | 1 | | 1 | |
| Hardin-Simmons College | | 2 | | 2 | | 2 | |
| Hawaii, University of | (17) | 62 | | 62 | | 62 | |
| Houston, University of | (5) | 22 | (1) | 43 | 65 | 2 67 | |
| Illinois, University of | (3) | 76 | (29) | 214 | 290 | (5) 69 359 | |
| Illinois State Normal Univ. .. | (2) | 8 | | 8 | | 8 | |
| Indiana State Teachers College | (1) | 21 | (9) | 47 | 68 | 68 | |
| Indiana University | (7) | 110 | (1) | 26 | 136 | (5) 11 147 | |
| Iowa, State University of ... | (20) | 881 | (5) | 158 | 1039 | (17) 225 1264 | |
| Ithaca College | | 3 | | 3 | | 3 | |
| Johns Hopkins University .. | | 6 | | 6 | | 6 | |
| Kansas, University of | (10) | 74 | | 74 | | 74 | |
| Kansas City, University of .. | | 3 | | 3 | | 3 | |
| Kansas State Teachers College | (1) | 13 | (7) | 10 | 23 | 23 | |
| Kansas State University | | 22 | | 7 | 29 | 29 | |
| Kent State University | (5) | 55 | (3) | 16 | 71 | 71 | |
| Kentucky, University of | | | | 4 | 4 | 4 | |
| Los Angeles State College | | | 3 | 3 | | 3 | |
| Louisiana State University .. | (4) | 235 | | 235 | (3) | 64 299 | |

TABLE I—Continued

| | | | | | | | | |
|--|------|-----|------|------|------|------|-----|------|
| Maine, University of | | 2 | | | 2 | | | 2 |
| Marquette University | (2) | 63 | (9) | 20 | 83 | | | 83 |
| Maryland, University of | (5) | 48 | | | 48 | | | 48 |
| Miami, University of | | 2 | | | 2 | | | 2 |
| Miami University | | 22 | | | 22 | | | 22 |
| Michigan, University of | (6) | 467 | (28) | 618 | 1085 | (13) | 120 | 1205 |
| Michigan State Univ. | (9) | 137 | | | 137 | (3) | 9 | 146 |
| Mills College | | 2 | | 8 | 10 | | | 10 |
| Minnesota, University of | (3) | 99 | (4) | 102 | 201 | (6) | 54 | 255 |
| Mississippi, University of | | 8 | | | 8 | | | 8 |
| Mississippi Southern College .. | (3) | 19 | | | 19 | | | 19 |
| Missouri, University of | | 44 | (19) | 60 | 104 | (2) | 21 | 125 |
| Montana State University ... | (18) | 18 | | | 18 | | | 18 |
| Mt. Holyoke | | 4 | | | 4 | | | 4 |
| Nebraska, University of | (10) | 92 | | 5 | 97 | | 1 | 98 |
| New Mexico, University of .. | (1) | 10 | (2) | 3 | 13 | | | 13 |
| New Mexico State College .. | | 8 | | | 8 | | | 8 |
| New York University | | 2 | (28) | 220 | 222 | (7) | 37 | 259 |
| North Carolina, Univ. of | (5) | 121 | | | 121 | (1) | 3 | 124 |
| North Dakota, Univ. of | (2) | 6 | | 1 | 7 | | | 7 |
| North Dakota State Univ. .. | (2) | 10 | | | 10 | | | 10 |
| Northern Illinois Univ. | (4) | 23 | | | 23 | | | 23 |
| Northwestern University | (1) | 282 | (59) | 1400 | 1682 | (16) | 270 | 1952 |
| Notre Dame University | | 1 | | 5 | 6 | | | 6 |
| Occidental College | (5) | 12 | | 4 | 16 | | | 16 |
| Ohio State University | (19) | 319 | | | 319 | (9) | 116 | 435 |
| Ohio University | (7) | 95 | | | 95 | (1) | 1 | 96 |
| Ohio Wesleyan University .. | | 34 | | | 34 | | | 34 |
| Oklahoma, University of | (10) | 135 | | | 135 | (1) | 3 | 138 |
| Oklahoma A and M | | 1 | | | 1 | | | 1 |
| Oregon, University of | (2) | 48 | | 6 | 54 | | | 54 |
| Pacific, College of the | (1) | 45 | | | 45 | | | 45 |
| Pacific University | | 1 | | | 1 | | | 1 |
| Pennsylvania State Univ. | (13) | 114 | | 33 | 147 | (4) | 27 | 174 |
| Pepperdine College | (1) | 2 | | | 2 | | | 2 |
| Pittsburgh, University of | (5) | 77 | | 5 | 82 | (3) | 24 | 106 |
| Potomac University | | 9 | | 2 | 11 | | | 11 |
| Purdue University | (4) | 47 | | 61 | 108 | (6) | 52 | 162 |
| Queens College | (2) | 20 | | 3 | 23 | | | 23 |
| Redlands, University of | (9) | 52 | | 6 | 58 | | | 58 |
| Richmond Professional Institute | | 7 | | | 7 | | | 7 |
| Rockford College | | 2 | | | 2 | | | 2 |
| Sacramento State College .. | | 3 | | 2 | 5 | | | 5 |
| Saint Louis University | (11) | 49 | | 3 | 52 | | | 52 |
| San Diego State College | (2) | 5 | | | 5 | | | 5 |
| San Francisco State College .. | | 8 | | 14 | 22 | | | 22 |
| San Jose State College | (3) | 19 | | | 19 | | | 19 |
| Smith College | (2) | 34 | | | 34 | | | 34 |
| South Dakota, State Univ. of | (7) | 76 | (1) | 1 | 77 | | | 77 |
| South Dakota State College .. | | 4 | | | 4 | | | 4 |
| Southern California, Univ. of | (11) | 363 | (9) | 520 | 883 | (4) | 130 | 1013 |
| Southern Connecticut State College | (4) | 4 | | | 4 | | | 4 |
| Southern Illinois Univ. | (9) | 50 | | 12 | 62 | | 1 | 63 |
| Southern Methodist Univ. .. | | 18 | | 2 | 20 | | | 20 |
| Southwestern University | | 1 | | | 1 | | | 1 |
| Staley College | | 3 | | | 3 | | | 3 |
| Stanford University | (15) | 237 | | | 237 | (13) | 72 | 309 |
| Stephen F. Austin College .. | | 6 | | 1 | 7 | | | 7 |
| Sul Ross State College | | 6 | | | 6 | | | 6 |
| Syracuse University | (2) | 59 | (25) | 287 | 346 | | 17 | 363 |
| Temple University | (4) | 25 | (10) | 56 | 81 | | | 81 |
| Tennessee, University of | (3) | 24 | | | 24 | | | 24 |
| Tennessee Agr. and Ind. State College | | 15 | | | 15 | | | 15 |

TABLE I—Continued

| | | | | | | | |
|--------------------------------------|------|-----|------|-----|------|--------|-----------------|
| Texas, University of | (3) | 124 | | 124 | | 3 | 127 |
| Texas Christian Univ. | | 14 | | 14 | | | 14 |
| Texas Technological Col. | | 4 | | 4 | | | 4 |
| Texas Woman's University | (4) | 50 | | 50 | | | 50 |
| Tufts University | (2) | 9 | | 9 | | | 9 |
| Tulane University | (14) | 23 | | 23 | | | 23 |
| Tulsa, University of | (5) | 25 | | 25 | | | 25 |
| Utah, University of | (14) | 122 | | 122 | (3) | 16 | 138 |
| Utah State Agr. College | | 9 | | 9 | | | 9 |
| Vanderbilt University | (15) | 48 | | 1 | 49 | | 49 |
| Virginia, University of | (3) | 41 | (4) | 39 | 80 | 2 | 82 |
| Washington, University of | (11) | 235 | (1) | 1 | 236 | (2) | 240 |
| Washington State University | (4) | 34 | (1) | 6 | 40 | | 40 |
| Washington University | | 6 | | 6 | | 1 | 7 |
| Wayne State University | (3) | 103 | (7) | 138 | 241 | (2) | 251 |
| West Texas State College | | 40 | | 40 | | | 40 |
| West Virginia University | (2) | 20 | (1) | 9 | 29 | | 29 |
| Western Reserve University | | 4 | (11) | 442 | 446 | (3) | 476 |
| Western State College of Colorado | | | | 3 | 3 | | 3 |
| Whittier College | | 20 | | 20 | | | 20 |
| Wichita, University of | | 33 | | 33 | | | 33 |
| Wisconsin, University of | (21) | 592 | (8) | 63 | 655 | (14) | 851 |
| Wyoming, University of | (3) | 21 | | 5 | 26 | | 26 |
| Yale University | (42) | 455 | | 172 | 627 | (4) | 659 |
| TOTALS | | 569 | 9190 | 371 | 6934 | 16,124 | 170 1946 18,070 |

SECTION II
TITLES

ADELPHI COLLEGE
1960

M.S. Theses

10398. Weinberg, Marjorie. An Aspect of Concept Confusion between the Therapist and the Brain Injured Patient.
10399. Williams, Ruth Borst. Speech Defects among Gifted Children.

UNIVERSITY OF ARIZONA
1960

M.A. Theses

10400. Howe, Doris L. An Exploratory Study concerning Listening Comprehension and Speaking Effectiveness.
10401. Kern, Diane. An Experimental Study of the Relationship between Two Measurements of Articulation Effectiveness.
10402. Livieratos, James N. A Bibliography of the Life and Dramatic Art of Dion Boucicault (With a Handlist of Plays).
10403. Lovering, Larry J. The Electro-Magnetic Motivator.
10404. McCarthy, Martha C. An Evaluative Study of the Relative Effectiveness of Two Different Approaches to Speech and Language Therapy for Bilingual Children.

10405. Noffsinger, William B. The Incidence of Speech Defectiveness in a Representative Portion of the Juvenile Delinquent Population in Selected Cities in Arizona.

10406. Wallach, George Carroll. An Experimental Comparison of the Two Major Types of Electrolarynges from the Standpoint of Speech Intelligibility and Subjective Reaction of the Listener.

10407. Warburton, Charles D. An Experimental Study to Determine the Optimum Point for Stimulation in Bone Conduction Testing.

10408. Wiersema, Barbara Ann. Abraham Lincoln in Drama: Criteria of the Selection and Presentation of an Outstanding Play Dealing with the Life of Abraham Lincoln for a High School Production.

UNIVERSITY OF ARKANSAS
1960

M.A. Thesis

10409. Holt, Dennis. *Antigone* (A Restatement of *Antigone*, by Sophocles).

ART INSTITUTE OF CHICAGO
1960

M.F.A. Theses

10410. Blind, Walter W. A Design Problem for *The Cave Dwellers*.

10411. Fredericks, Beulah Mae. T. S. Eliot: The Poetic Dramatist as Revealed by His Criticism and His Critics.
10412. Hedges, Carmita Shropshire. The Three Faces of Electra.
10413. Henry, Patrick. *Rashomon*: A Blueprint.
10414. Lattimore, James A. An Analysis, Prompt Script, and Production Record of Shaw's *Candida*.
10415. Moravcevic, Nicholas. The Early Dramatic Work of A. P. Chekhov and Its Significance in the Creation of the Great Plays of His Maturity.
10416. Pyskacek, June. An Analysis, Director's Script, and Production Record of Robert Hivnor's *The Ticklish Acrobat*.

BAYLOR UNIVERSITY
1960

M.A. Theses

10417. Delgado, Raymond Louis. *P.O.* A Play in Three Acts, with an Analysis of the Creative Process Which Utilized an Experimental Approach to Form.
10418. Enfield, James R. The Preaching and Sermons of Peter Marshall.
10419. Martino, Chris Natlie. An Analysis of Expressionistic Mechanics in the Novel and Play.
10420. Matsumoto, Kan. An Outline of the Japanese Theatre.
10421. Nash, Charles B. The Integration of Oral Communication into the Curriculum at the Elementary School Level.

BOSTON UNIVERSITY
1960

M.A. Theses

10422. Brooks, Hugh L. News and Public Affairs Programming of the Westinghouse Broadcasting Company.
10423. Chinico, Roland. Do Comic Book and Television Portrayals of Crime and Violence Cause Juvenile Delinquency?
10424. Ferry, Richard E. Public Affairs Broadcasting on the CBS Television Networks.
10425. Gill, Jack E. Delay Tactics in Television Allocations.
10426. Lawson, Charles E. The Changing Emphasis Placed upon Live, Film, and Video Tape Methods of Broadcasting Origination in the Programming of the Three Major Networks from 1949 to 1960.

10427. Morgan, R. S. Section 315 of the Communications Act of 1934. An Overview of the Development of Political Broadcast Regulation.
10428. Rice, Howard M. The Effects of Radio and Television on Certain Major Sports.
10429. Strong, Virginia. The Right of Privacy, Its Effect on Communications.
10430. Sulzburg, Arthur L. An Inquiry into the History and Development of Radio and Television Giveaway Programs.
10431. Wilber, Patricia. The Quality of Television Dramatic Criticism.

M.Ed. Theses

10432. Becker, Marilyn S. The Effect of Flight on the Ear and Hearing: A Critical Review of Literature.
10433. Belkin, Sheila S. A Comparison of the Bekesy-Type Test with Reger's Monaural Test or Fowler's Binaural Test for Recruitment.
10434. Case, Ann Caroline. An Exploratory Study of a Role Playing Technique for Speech Improvement with College Students.
10435. Gens, Fredricka Stahl. An Exploratory Study of Autistic Children's Awareness of Verbal and Non-Verbal Environment.
10436. Kirby, Sister Mary Laurand. Aphasia in Childhood: Speech Development Based on the Association Method.
10437. Lysaght, Carol E. An Analysis of Literature Pertaining to Speech Improvement Programs in the Public Schools.
10438. Malone, Sister M. John Berchmans. Aphasia in Childhood: Language Development Based on the Association Method.
10439. McCool, Sister Mary Theresia. Informal Speechreading as a Basis of Teaching Language to the Deaf (Original Stories and Drills).
10440. Muelder, Sonja. Aphasia in Children: A Review of Literature and an Annotated Bibliography.
10441. Ruben, Charlotte. An Audiometric Analysis of the Hearing of a Group of Offspring of Otosclerosis Patients.
10442. Sandy, Don Glen. An Exploratory Study in the Development of an Auditory Discrimination Test for Vocal Pitch and Inflection.
10443. Sullivan, Sister Mary Declan. Reading in the Language Arts for Primary Deaf Children.

10444. Wakstein, Dorothy Joyce. Psychosocial Factors in Functional Articulation Disorders Revealed through Parent Interviews.
10445. Wakstein, Mason Phillip. Psychological Factors in Functional Articulatory Disorders Revealed through Parent Interviews.

BOWLING GREEN STATE UNIVERSITY
1960

M.A. Theses

10446. Baker, William A. A Comparative Study of Six Textbooks in Oral Interpretation.
10447. Clark, Sandra M. The Technical Problems Involved in the Production of Carlo Goldoni's *The Mistress of the Inn*.
10448. DeYoung, James. The Problems Involved in the Directing of a Production of Carlo Goldoni's *The Mistress of the Inn*.
10449. Gilsdorg, William O. A Rhetorical Analysis of Two Anti-Civil War Speeches of Clement Laird Vallandigham.
10450. Kinstle, Robert. A Rhetorical Analysis of Selected Speeches Delivered by Senator John F. Kennedy on his Ohio Tour, September, 1959.
10451. Myrus, Shirley W. A Survey of Drama Education on the Secondary Level in Northwestern Ohio.
10452. Shanks, Susan. A Measurement of the Ability of Classroom Teachers to Detect and Refer for Treatment Children with Articulation Defects Following a Period of Instruction.

M.S. Theses

10453. Haas, Adelaide N. Sensory Feedback in Stutterers.
10454. Stafford, Lois. A Comparison of University Students Having Articulatory Defects with Students Not Having Articulatory Defects with Respect to ACE Scores, Academic Progress, Length of College Career, and Extracurricular Activities.

BRADLEY UNIVERSITY
1960

M.A. Theses

10455. Cliff, C. Morton. A Record of an Experimental Production of *Hansel and Gretel*, Including a Survey of Audience Reaction.

10456. Dreyer, Richard. A Study of the Speaking of John Alexander Dowie.
10457. Kent, Myrtle. A Comparative Study of the Dramatic Techniques of Sarah Siddons, Ellen Terry, and Julia Marlowe.

BRIGHAM YOUNG UNIVERSITY
1960

M.A. Theses

10458. Bernard, Logan. The Validation of a Scale for Measuring Level of Verbal Communication Behavior in Children.
10459. McLane, Dale Banks. The Educational Value of Television to School Children.
10460. Stone, Ronald V. Some Major Contributions of Speech and Dramatic Arts to Selling.
10461. Stones, Frances. A Survey of Colleges and Universities in the United States in Regard to Their Oral Communication Programs for Foreign Students.

M.S. Theses

10462. Bown, Jesse Clinton, Jr. An Analysis of the Influence Which Certain Variables Have upon Language Development in Deaf Children.
10463. Gilbert, Reta Alice. An Evaluation of the Speaking of Nikita S. Khrushchev in the United States during September, 1959.

BROOKLYN COLLEGE
1960

M.A. Theses

10464. Dudovitz, Joseph M. Stage Fright and Effective Communication.
10465. Guerriero, John A. A Study of Localization in Subjects with Otosclerosis and Subjects with Pure Sensorineural Deafness.
10466. Klein, Harriet B. Functional Articulation Disorders and Certain Auditory Skills.
10467. Matler, Mae J. The Sound Field Testing of Preschool Children.
10468. Silver, Marilyn B. A Survey of Professional Attitudes and Information about Stuttering.
10469. Spector, Cecile C. The Personal and Social Adjustment of Children with Infantile Perseveration.
10470. Winter, Miriam J. Stuttering in Relation to Level of Reading Difficulty of Words.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES
1960

M.A. Theses

10471. Addington, David. *The Captain and His Hero*, the Design and Technical Direction of the Thesis Production.
10472. Hahim, James Ezra. *Gnaw the Dry Ground*, Play.
10473. Haynes, Betty. A Descriptive Study of the Backgrounds of Outstanding Television Writers.
10474. Mueller, Carl. *A Promise of Darkness*, Play.
10475. Patridge, Melvin. *A Tale from Sassyfras County*, Film.
10476. Pfeiffer, Philip Leonard. The American Tours of William Charles Macready.
10477. Shaw, Frederick. *No Hiding Place*, Screenplay.
10478. Vacho, Pierre George. *Caesar and the Gaul*, Screenplay.
10479. Vanij-Vashana, Sodsai. *Yankee, Don't Go Home*, Play.
10480. Vogel, Bruce Daniel. *Ajax*, Play.
10481. Zortman, Bruce. *Full Circle Round*, Play.

CATHOLIC UNIVERSITY OF AMERICA
1960

M.A. Theses

10482. Bowles, Sister M. Doria Ann. A Modern Evaluation of the Stanislavski Method of Acting as Employed by the New York Actor's Studio.
10483. Costello, Mariclare. The Tutorial Method of Teaching the Communicative Arts.
10484. Foreman, Jack. *The Prometheus Bound* in the Aeschylean Theatre.
10485. Hagy, Boyd F. An Investigation and Analysis of the Critical Writings of Stark Young.
10486. Joyce, Sister Mary Arthur. A Comparative Study of the Plays of John Webster and Tennessee Williams.
10487. Rapp, Charles H. An English Translation of the Play by Jean Sarmant, *Les Plus Beaux Yeux du Monde*.
10488. Strachan, Jean. A Comparison of Critic Eric Bentley's Theories of the Plays of George Bernard Shaw with Shaw's Practice in Three of His Plays: *Caesar and Cleopatra*, *Heartbreak House*, and *Saint Joan*.

10489. Taylor, Sister M. Rosalie. A Survey of the Speech and Drama Program of the Catholic High Schools of the Albany Diocese.
10490. Taymans, Loretta. The Function of Setting Limits in Speech Therapy with Children.
10491. Zamboni, Sister M. Baylon. A Survey of Speech and Drama Programs for Sisters, with Recommendations.

M.F.A. Theses

10492. Alfe, Jeannette L. A Production Study of *Othello*.
10493. De Seta, William. A Production Study of Paul Claudel's *Satin Slipper* as Presented at the Catholic University of America.
10494. Dunfey, Sister Francesca. *One with the Flame*, an original Full-Length Drama about Saint Joan of Arc.
10495. Dwyer, Michael. J. A Play Entitled *One for the Road*, Prefaced by an Introductory Essay.
10496. Gervais, Rev. Marc, S.J. A Translation of Gratien Gelinas' French-Canadian play, *Bousille et les Justes*, with an Introductory Essay on the Author's Position in Canadian Theatre.
10497. Higgiston, Rev. Malachy. *The Passion of the Savior*, an Original Passion Play.
10498. Mouton, Scranton. A Production Study and Text of *The Taming of the Shrew* by William Shakespeare.
10499. Wadlow, Clyde J. A Production Study and Text of Shakespeare's *A Midsummer Night's Dream*, as Presented at Catholic University.

COLUMBIA UNIVERSITY—TEACHERS COLLEGE
1960

Ph.D. Theses

10500. Leight, Gilbert. Comparisons of Articulation between Young College Women and Their Mothers.
10501. Levy, Edwin Lewis. Elitch's Gardens, Denver, Colorado: A History of the Oldest Summer Theatre in the United States (1890-1941).
10502. O'Brien, Audrey Minerva. Some Acoustic Concomitants of Chronic Non-Specific Laryngitis.

Ed.D. Thesis

10503. Myresko, Metro. A Remedial Speech and Hearing Program for Cohoes, New York.

CORNELL UNIVERSITY

1960

M.A. Theses

- 10504. Benson, Thomas W. A Rhetorical Analysis of Invention and Disposition in Upton Sinclair's *The Jungle*.
- 10505. Haas, Thomas B. Some Trends in Twentieth-Century Shakespearean Play Production.
- 10506. Johnson, James R. A Study of William Howard Taft's League Speeches of 1919.
- 10507. Lovelady, William G. An Analysis of Invention in British Government Rhetoric in 1940.
- 10508. McClintock, James R. The Role of Speaking in the Career of Mary Baker Eddy.
- 10509. Wright, Gene A. Schiller-Shaw-Anderson: Three Views of Saint Joan in the Drama.

Ph.D. Thesis

- 10510. Chase, J. Richard. The Classical Conception of Epideictic.

UNIVERSITY OF DENVER

1960

M.A. Theses

- 10511. Dunning, Florence. A Prompt Book for a High School Production of *The Clown Who Ran Away*.
- 10512. Frary, F. Verne. An Adaptation and Production Book of *The Scarecrow*.
- 10513. Shay, Frances. A Course of Study for Drama in the Ninth Grade.
- 10514. Warren, Roger. History of Motion Picture Exhibition in Denver, 1896-1911.

Ph.D. Theses

- 10515. Alm, Ross Creighton. Langer of North Dakota, a Rhetorical Study of Selected Speeches.
- 10516. Boast, William Marion. The Rhetorical and Pedagogical Concepts of Isocrates as a Classical Communication Methodology.
- 10517. Captain, Philip. A Translation of Three Plays Written by Paul Claudel: *L'Echange*, *Partage de Midi*, and *L'Histoire de Tobie et de Sara*.
- 10518. Eason, Henry Fincher. Semantic Models Supporting the Sermon Themes of Five Contemporary Preachers.
- 10519. Hruby, John. An Original Design of an Adaptable Theatre.

- 10520. Klein, Albert Roger. Three Original Plays.

- 10521. McDearmon, James. A Study of the Development of Dr. C. S. Bluemel's Theories of Stammering.

- 10522. Moree, Macy B. Changes in Personality Scores of a Group of Handicapped Children Whose Parents Participated in Parental Guidance Conferences.

- 10523. Morris, David Walter. A Critical Analysis of William Saroyan.

- 10524. Pasztor, Elizabeth. A Study of Invariance under Transformation in a German-English Translation.

- 10525. Reneau, John Pinson. Observations of Induced Abnormal Auditory Adaptation in Acoustic Trauma.

- 10526. Tsiouris, Irene. A Survey of Extant Greek Theatres, 600 B.C.-133 B.C.

- 10527. Walrafen, Donald E. An Investigation of Certain Physiological Reactions to Religious Symbols.

- 10528. Watson, John. The Effect of the Complexity of the Unconditioned Stimulus in Electrodermal Audiometry.

DEPAUW UNIVERSITY

1960

M.A. Thesis

- 10529. Manlove, John Gay. An Analysis for the Stage of Claude Debussy's *L'Enfant Prodigue*.

EAST TEXAS STATE COLLEGE

1960

M.A. Thesis

- 10530. Goodwin, Joe Lee. A Study of Performer Reactions in the Circular Response and Television Studio Situations.

EMERSON COLLEGE

1960

M.A. Theses

- 10531. Matson, George Daniel. The Brand Image in Television Advertising.
- 10532. Richards, Richard Alfred. Armand Salacrou's Contribution to World Drama.

M.S. Thesis

- 10533. Gilman, Richard Stanley. Comparative Study of WERS-FM and WBUR-FM: 1958-1959.

UNIVERSITY OF FLORIDA
1960

M.A. Theses

10534. Cunetto, Dominic Joseph. Italian Language Theatre Clubs in St. Louis, Missouri, 1910-1950.
10535. Thomas, John David. The Example in Ancient Rhetorical Theory.

Ph.D. Theses

10536. Bensen, Jack Franklin. An Analysis of the Speech of Cerebral Palsied Individuals in an Effort to Determine Employability Levels.
10537. Kearney, Kevin Emmett. Speaking in Florida on the Issues of Presidential Reconstruction, 1865-1867: A Rhetoric of Reunion.
10538. Keenan, Joseph Sessions. An X-Ray Study of Unrepaired, Incomplete Cleft Palate Oral-Pharyngeal Structures and Their Functioning during Vowel Phonation.
10539. Reynolds, William Martin. Deliberative Speaking in Anti-Bellum South Carolina: The Idiom of a Culture.

FLORIDA STATE UNIVERSITY
1960

M.A. Thesis

10540. Thomas, L. Eberle. Analogous Action in Three Jacobean Plays.

M.S. Theses

10541. Spence, George. A Historical Study of the Raleigh Little Theatre, 1936-1959.
10542. Tatoul, Corinne. A Study of the Relationship of Synthetic Ability and Lip-reading.

FORT HAYES KANSAS STATE COLLEGE
1960

M.A. Thesis

10543. Phillips, Robert. Production Thesis on *The Trojan Women* by Euripides.

FRESNO STATE COLLEGE
1960

M.A. Theses

10544. Brenninger, Flo Hansen. The Twenty-One-Inch Classroom, a Report on Nine Semesters of Teaching by Television at Fresno State College.
10545. Johnston, Noble K. A Director's Production Study of *The Big Knife*.

10546. Kulgien, Janice A. The Effects of Organization upon the Comprehension of a Persuasive-Type Speech.

UNIVERSITY OF HAWAII
1950

M.A. Theses

10547. Topham, Helen A. A History of the Theatre in Honolulu, 1891-1900.

1952

10548. Mayo, Donald Sherwood. Indian Drama: Its Theory, Development, and Practice in Relation to Hindu Philosophy.

1953

10549. Ashby, Clifford. A Municipal Auditorium for Honolulu.
10550. Scott, Kathleen S. The Professional Legitimate Theatre in Honolulu, 1900-1910.
10551. Sullivan, Kathleen E. A Study and Production of Sean O'Casey's *Juno and the Paycock*.

1954

10552. Steed, Louis M. A Dramatization of Herman Wouk's *The Caine Mutiny*.

1955

10553. McLean, Alice T. Maeterlinck and the French Symbolist Theatre.
10554. Swisher, Marianne. A Study of Five Ibsen Heroines.

1958

10555. Roberts, Rosalie Du Val. A History of the Professional Legitimate Theatre and Opera in Honolulu, 1910-1920.

1960

10556. Kindig, Maita McCune. A Phonological Study of the English Speech of Selected Speakers of Puerto Rican Spanish in Honolulu.
10557. Spencer, Anna Just. A Translation of Heinrich von Kleist's *Prinz Friedrich von Hombourg*, with an Introductory Essay.

M.F.A. Theses

10558. Crane, Warren Lloyd, Jr. A Production Book of Oscar Wilde's *Lady Windermere's Fan*.
10559. Topham, Helen A. *The Great Deeds of Maui*, a Play in Two Acts.
10560. Soller, Robert A. Arthur Miller's *Death of a Salesman*, a Production Book and Critical Essay.

10561. Fisher, Virginia C. An Experiment in Producing Shakespeare for Secondary School Students, together with a Production Book for *The Taming of the Shrew*.
10562. Faure, Janet C. *A Vision of Godiva*, an Adaptation of a Novel for a Music-Drama Libretto.
10563. Vaughn, Jack A. John Millington Synge's *The Playboy of the Western World*.

UNIVERSITY OF HOUSTON

1960

M.A. Theses

10564. Ellis, Robert Gene. An Investigation of the Ford Foundation's Role in the Early Development of Educational Television in the United States.
10565. Herbert, Doris Gardner. A Philosophy of Speech Education and Its Application to an Outline of a Fundamentals of Speech Course for Brazosport High School.
10566. Koch, Bruno. An Investigation of British and American Broadcast Program Policies in Their Cultural Aspects.
10567. Wright, Sidney Victor. An Investigation of the Effects of Personality, Sex, and Age upon the Selection of Television Programs.
10568. Yarborough, Carolyn H. A Study of the Debate Techniques Utilized by Selected Senators in Selected Speeches from the 85th Congress, Second Session.

UNIVERSITY OF ILLINOIS

1960

M.A. Theses

10569. Day, Dennis Gene. The Treatment of *Ethos* in Twentieth-Century College Textbooks on Public Speaking.
10570. Grandgeorge, William Norton. The Prairie Playhouse of Galesburg, Illinois, 1951-1957.
10571. Ranshaw, Molly Niederlander. Clyde Fitch as State Director.

Ph.D. Theses

10572. Highlander, James Lee. Daniel Frohman and the Lyceum Theatre.
10573. Pierce, Glenn Quimby, Jr. Arnold Daly's Productions of Plays by Bernard Shaw.
10574. Stiver, Harry Edward, Jr. Charles Frohman and the Empire Stock Company.

10575. Wright, Warren Earl. The Rhetoric of Learned Hand in Selected Civil Liberties Cases: A Method for Analysis of Judicial Opinions.
10576. Robertz, William George. Illustrations from the English Bible in Selected English Rhetorics.

ILLINOIS STATE NORMAL UNIVERSITY

1960

M.A. Theses

10577. Kleinau, Marvin Dale. Senator Ervin's Speaking on Supreme Court Segregation Decisions. A Study in Evidence.
10578. Mowder, Barbara Jean. The History of Forensic Activity at Illinois State Normal University.

INDIANA STATE TEACHERS COLLEGE

1960

M.A. Thesis

10579. Hayashida, Frank. The Use of Television in the Education of Public School Teachers by Teacher Training Institutions in the United States during 1958-1959.

INDIANA UNIVERSITY

1960

M.A. Theses

10580. Amor, Edward. Antonio Buero Vallejo. *The Weaver of Dreams*, Translated into English, Produced, and Directed in the Indiana University Theatre.
10581. Brown, Richard P. *Antony and Cleopatra* and *All for Love*, a Comparison of Two Dramatic Methods.
10582. Dixon, N. Rex. An Experimental Investigation of Misarticulation Inconsistencies in First and Second Grade School Children.
10583. Gallagher, Kent G. The Evolution of Bokar's Tragedy from *Calaynos* to *Francesca da Rimini*.
10584. McKay, Shirley Louise. Nonfluencies as a Function of Speaking Situations.
10585. Taylor, Orlando L. Relation of Gross Levels of Intelligence to Improvement of Articulation Following Integral Stimulation.
10586. Wolfe, W. Dean. The Nature and Frequency of Misarticulation Related to the Method of Eliciting Speech.

Ph.D. Theses

10587. Grange, Robert O. Relations between Oral-Palatal Variables and Articulation Responses of Children Representing Three Age Groups and Four Types of Cleft Palate.
10588. Rintelmann, William F. Changes in the Articulatory Responses of Preschool Children Traced through Four Successive Six-Week Periods.
10589. Seiger, Marvin Leon. A History of the Yiddish Theatre in New York City to 1892.
10590. Snow, Katherine. A Descriptive and Comparative Study of the Articulation of First Grade Children.
10591. Swart, John Carroll. Auditory Threshold Variability Frequency, Intensity Step, and Descending versus Ascending Series.

STATE UNIVERSITY OF IOWA

1960

M.A. Theses

10592. Ascareggi, James Anthony. A Project in Design for the Production of Igor Stravinsky's *L'Histoire du Soldat*.
10593. Bonnard, Robert Andrew. *They Saw the Whole Zoo*. A Theatre Piece in the Comic Manner.
10594. Brown, Kenneth Roger. A Critical Plot of Analysis of Christopher Fry's Religious Dramas.
10595. Byrne, Richard Burdick. Shakespeare's *Henry V* and *Richard III*. Machiavels or Mirrors of Princes.
10596. Conway, James Paul. Invention in Clarence Darrow's Defense of John T. Scopes.
10597. Cullinan, Walter Leo. A Comparative Study of Several Procedures for Scaling Articulation.
10598. Ellis, James Delmont. Imagery in the Plays of Sean O'Casey.
10599. Fellage, Clifford Clark. A Project in Scenic Design for a Production of Jean Giraudoux's *Tiger at the Gates*.
10600. Flora, Michelle Wack. Judgments of Stuttering Frequency from Audio, Visual, and Audio-Visual Cues.
10601. Harris, Kenneth. Transition Devices in the Librettos of Gian-Carlo Menotti.
10602. Hedrick, Dona Lea. The Relationship of Two Parameters of Oral Reading Rate to Judged Severity of Stuttering.

10603. Hess, Philip Joseph. An Experimental Study of the Relationship between a Conscious and an Unconscious Measure of Audience Response to a Motion Picture Film.
10604. Knauf, David Marvin. Johann Ludwig Tieck's *Die Verkehrte Welt*, Translated and with an Introduction.
10605. Malpas, Edward R. Howard. An Analysis of Opinion on Four Psychological Attributes Considered Important for Effective Acting.
10606. Rezutko, Camille Naomi. A Study of the Romantic Illusion in Eugene O'Neill's *Ille, Beyond the Horizon, Different, Long Day's Journey into Night*, and *A Touch of the Poet*.
10607. Shah, Krishnakant Bhogilal. A Studio Theatre Production of Rabindranath Tagore's *The King of the Dark Chamber*.
10608. Sheffield, Anita Beth. Armand Salacrou: A Study of Theme Continuity.
10609. Thayer, Marcia Belsher. The Problem of Staging Dances in Shakespearean Productions.
10610. Weber, Jack L. Scaling of Abstraction Level of Words in Isolation, Words in Context, and Sentences for the Construction of a Test for Dysphasic Subjects.
10611. Worley, Kathryn Holliday. An Experiment in the Teaching of Speech Organization to High School Sophomores.

Ph.D. Theses

10612. Barnes, Teddy John. An Investigation of the Relationships between Certain Personality Traits and Elements of Speaking Effectiveness.
10613. Fisher, Walter Ray. An Analysis of the Arguments in the Senate Debate on the Crittenden Compromise Resolutions, 1860-1861.
10614. Gillespie, Charles Richard. A Study of Characterization in Selected Disquisitory Plays of Bernard Shaw.
10615. Jordan, Evan Paul. Articulation Test Measures and Listener Rating of Articulation Defectiveness.
10616. Kuiper, John Bennett. An Analysis of the Four Silent Films of Sergei Mikhailovich Eisenstein.
10617. Loring, Janet. Costuming on the New York Stage from 1895 to 1915, with Particular Emphasis on Charles Frohman's Companies.

10618. Metten, Charles Leo. The Development in America of Theories of Directing as Found in American Writings, 1914-1930.
10619. Moll, Kenneth Leon. The Use of Cineflourography in Speech Research. A Methodological Study.
10620. Morris, Hughlett L. Communication Skills of Children with Cleft Lips and Palates.
10621. Neelley, James Nathan. A Study of Stuttering and the Effects of Delayed Auditory Feedback.
10622. Noll, John Douglas. The Perceptual Significance of Certain Acoustical Correlates of Consonant Voicing Contrasts.
10623. Powers, Gene Roy. A Cineflourographic Study of the Articulatory Movements of Selected Individuals with Cleft Palates.
10624. Prather, Catherine Elizabeth Moodie. An Investigation of the Methods of Direct Magnitude-Estimation for Scaling Defectiveness of Articulation.
10625. Prather, William Frederick. A Study of Loudness Changes Associated with the Acoustic Reflex When Pitch Levels Are Equated.
10626. Richardson, Howard. Three Original Plays.
10627. Thayer, David Lewis. A Study of the Influence of Conventional Film Lighting on Audience Response.
10628. Young, Martin Allen. Predicting Severity of Stuttering.

UNIVERSITY OF KANSAS

1960

M.A. Theses

10629. Blasingame, Michael D. An Analysis of the Rehearsal and Production Problems of a Community Theatre in Colby, Kansas.
10630. Coleman, Cecil J. A Survey of the Present Status of G. S. in Higher Education in the Continental United States.
10631. Johannesen, Richard I. An Analysis of Diestic Reference in Selected Speeches of Nine of the Attic Canon Orators.
10632. Koch, Robert L. A Comparative Study of Literary, Rhetorical, and Theatre Criticism.
10633. Maynard, William T. A Study of the Relation of Tournament Debating Experience to Academic Achievement in Law School.

10634. Rossi, Alfred A. A Case Study of an Experiment in Community Theatre in Western Kansas, Project—Colby.
10635. Rowley, Edward A. A Study of the Major Methods of Persuasion Used by George Whitefield in Ten Selected Sermons Preached in England.
10636. Scheff, Edward A. A Survey to Ascertain the Standards Employed by Department Chairman When Selecting Full-Time Teachers of Speech.
10637. Skinner, Gary F. A Survey of the Academic Preparation and Professional Qualifications of College and/or University Teachers of Discussion.
10638. Wandling, Warren A. A Critical Incident Study of Communication Factors Which Make for Success or Failure in Personal Selling.

KANSAS STATE TEACHERS COLLEGE

1960

M.S. Thesis

10639. DeBross, John Carl. A Visual Presentation of Ancient Public Address from Sumer-Akkad through the Roman Empire.

KENT STATE UNIVERSITY

1960

M.A. Theses

10640. Gardner, Laura A. The State Politician: A Study of a Stock Character in Native American Comedy, 1870-1960.
10641. Gross, Ruth Young. A Comparison of the Persuasive Techniques in Selected Senatorial Addresses, 1947-1950, of Senator Joseph R. McCarthy with the Characteristics of Demagoguery Associated with His Later Speaking on Communist Subversion.
10642. Meredith, Frederick D. A Study of Thirty Selected American Public Addresses on the Subject of Public School Integration, 1954-1958.
10643. Pexton, Thomas C. The Effect on Religious Thinking of Harry Emerson Fosdick's Speaking.
10644. Stimpert, Robert D. Discrimination Learning with Varying Levels of Anxiety Employing Two Frequencies of Reinforcement.

LOUISIANA STATE UNIVERSITY

1960

M.A. Theses

10645. Danna, Sammy R. A History of Radio Station KMLB, Monroe, Louisiana, with Emphasis on Programming, Personnel, and Development Progress, 1930-1958.
10646. Franciol, Elizabeth Ann. The Speeches of Pierre Soule on the Compromise of 1850.
10647. Kling, Esther. The New Orleans Academy of Music Theatre, 1853-1861.
10648. Tarver, Jerry L. An Analysis of Required Areas of Teaching Proficiency in 1725 College and University Positions Listed in the Bulletins of the Teacher Placement Service of the Speech Association of America from 1954 through May, 1960.

Ph.D. Theses

10649. Handley, Jack. *Theatre Arts Magazine*, 1916-1940: An Analysis of Its Influences and Its Contributions to the Theatre.
10650. Staub, August W. An Analysis of the Use of Point of View in Selected Modern Plays.
10651. Wasson, H. Waldo. The Employment of a Speech Reception Analyzer for the Prescription of Hearing Aids.

MARQUETTE UNIVERSITY

1960

M.A. Theses

10652. Humilita, Sister M. Techniques, Materials, and Equipment to Mitigate or Eliminate Articulatory Disorders of Children on the Primary Grade Level.
10653. Jogues, Sister M. The Inception of a Speech Improvement Program in the Catholic Schools in the Archdiocese of Milwaukee.

UNIVERSITY OF MARYLAND

1960

M.A. Theses

10654. Chan, Nancy Turner. A Review of Traditional and Current Concepts of Aphasia.
10655. Dixon, James D. A Study of the Subjective Intra-Cranial Localization of Bone Conducted Sounds.
10656. Osborn, Richard Joseph. The Effects of Binaural Amplification on Auditory Localization.

10657. Rickerson, Caroline Williams. Predicting Speech Discrimination Scores from Pure Tone Thresholds with Subjects Having Sensori-Neural Hearing Losses.
10658. Ulrich, Miriam N. A Study of Diagnostic Data on Nine Speech Defective Children from Classes for Brain-Injured and Hyperactive Children.

UNIVERSITY OF MICHIGAN

1960

M.S. Theses

10659. Appleby, Annette. A Proposed Evaluation and Progress Chart Applicable to Cerebral Palsied Individuals with Involvement of the Speech Mechanism.
10660. Braithwaite, Barbara. An Analysis of Audience Reaction to the Gettysburg Address at the Time of Its Delivery.
10661. Enggass, Agnes. The Movement of the Greek Tragic Chorus, with Special Reference to the University of Michigan Production of Sophocles' *Electra*.
10662. Leonard, David. A Précis of *An Actor Prepares*.
10663. Sultzbach, Richard. A Study of the Elements of Persuasion in the 1950 Ohio Campaign Addresses of Robert A. Taft.
10664. Waldo, Paul. Trueblood Auditorium in Metamorphosis.

Ph.D. Theses

10665. Bundy, Edward Wayne. An Experimental Study of the Relative Effectiveness of Television Presentation Techniques and Conventional Classroom Procedures in Promoting Initial Comprehension of Basic Verb Concepts in Elementary Spanish.
10666. Burgwin, Richard James. Valentine Windt: The Artist as Teacher.
10667. Burroughs, Julian Carr. The Effectiveness of Television Criticism in Influencing Viewers' Judgments of Programs in an Educational Television Series.
10668. Canning, Beverly Elise. Henry Taylor Parker, Drama Critic.
10669. Dudley, Elford Samuel. A History and Analysis of the Promotional Methods and Public Speaking of United World Federalists, Incorporated, 1947-1957.
10670. Ellersveld, A. Martin. A Review and Thematic Analysis of Arthur H. Vandenberg's Senate Addresses of Foreign Policy.

10671. Gunn, George Henry. An Acoustical Analysis of Quality Variations in Sung Vowels.
10672. Haney, John Benjamin. A Study of Public Attitude toward Tax-Support for Educational Television Activities in the Detroit Metropolitan Area.
10673. Hawes, William Kenneth. A History of Anthology Television Drama through 1958.
10674. Hiten, Stephen Stegmann. The Historical Background of the Election Sermon and Rhetorical Analysis of Five Sermons Delivered in Massachusetts between 1754 and 1755.
10675. Sanower, Donald Thomas. A Comparative Study of Three Opera Houses in Southern Michigan, 1880-1900.
10676. Smith, Marjorie Marie. Expressionism in Twentieth Century Stage Design.
10677. Teufel, William Charles. The Playwright in the United States Prior to the Act of 1909.

MICHIGAN STATE UNIVERSITY
1960

M.A. Theses

10678. Bradley, James Franklin, Jr. A Reading Theatre Adaptation of David Copperfield for High School Students.
10679. Haas, William. An Inquiry into Possible Application of "Cloze Procedure" as a Diagnostic and Therapeutic Technique in Cases of Adult Dysphasia.
10680. Hammond, Robert L. A Rhetorical Case Study of Selected Temperance Speeches Given by Glenn Cunningham in Detroit, Michigan, February 24, 1957 to March 8, 1957.
10681. Littlefield, Walter. An Analysis of Selected Speeches of John A. Hannah on Civil Rights.
10682. Nebeker, Jolene. The Evolution of the *Bakers Dozen*—An Original Play for Children.
10683. Pickler, Janet Wirth. A Study of the Relationship of Scores Obtained on the Seashore Measures of Musical Talents, the Personality Scale of Manifest Anxiety, and Selected Intelligence Tests, to Phonetic Transcription Ability.
10684. Strahl, Gladys. A Study of the Development of the Employee Information Meeting as a Method of Communication at Ansul Chemical Company.

10685. Wallarab, Barbara. Creative Dramatics in Religious Education.
10686. Williams, Robert H. An Investigation of Adaptation and the Effect of Suggestion on the Oral Reading of Fourth Grade Stutterers.

Ph.D. Theses

10687. Asuncion, Nobleza Castro. The Phonological Problems Involved in Improving the Oral English of Iloko Speakers.
10688. Ford, Desmond. A Rhetorical Study of Certain Pauline Addresses.
10689. Williamson, Donald. An Investigation into Abbreviated Clinical Procedures for Hearing Aid Evaluations.

UNIVERSITY OF MINNESOTA
1960

M.A. Theses

10690. Friedman, Pacy. A Study of the Listening Ability of Children with Defective Articulation.
10691. Scanlon, David. A Translation into English of Jean Anouilh's *Le Voyageur sans Bagage*, with Preface.
10692. Summers, Mary. The Adaptation of a Fantasy for Children's Theatre—*Espen-ciderlad*.

Ph.D. Theses

10693. Barer, Bertram. A Rhetorical Analysis of the American Presentational Social Theatre of the Thirties.
10694. Bergman, Lucy Mae Erickson. A Study of the Relationship between Selected Language Variables in Extemporaneous Speech and Critical Thinking Ability.
10695. Packer, Rod Earle. An Analysis of the Degree of Integration of Existing Educational Television Stations with Their Particular Communities.
10696. Schinske, Erhart A. The Relationship of a Student's Political Frame of Reference, Critical Thinking Ability, and other Variables to the Recall and Rationalization of Political Materials.
10697. Shapiro, George L. An Inductive Investigation into the Correlates of Ability to Predict Opinion.
10698. Sturcken, Francis W. An Historical Analysis of Live Network Television Drama from 1938 to 1958.

MISSISSIPPI SOUTHERN COLLEGE

1960

M.A. Theses

10699. Edgerton, Kathleen. A Study of Selected National Theatres as Related to a Possible National Theatre in the United States.
10700. Stassi, Eugene J. The Effect of Reward and Punishment upon the Verbal Behavior of Normal Speakers.
10701. Strange, Buford Bennett. A Study of Certain Personality Traits of Students Participating in Intercollegiate Debating.

UNIVERSITY OF MISSOURI

1960

Ph.D. Theses

10702. Fernandez, Thomas L. The Speeches of Sir Robert Peel on the Repeal of the Corn Laws.
10703. Welch, Isom Lin. An Investigation of the Listening Proficiency of Stutterers.

MONTANA STATE UNIVERSITY

1954

M.A. Theses

10704. Warren, Roxana Marie. Margaret Fuller, Conversationalist, 1839-1844.
10705. Wing, Joan Gibson. A Survey of Public Speaking in Montana High Schools for the Academic Year 1953-1954.

1955

10706. Richardson, Tom C. An Analysis of Problems of Instruction in Radio for Secondary Education.

1956

10707. Baker, Arleen. The Relative Importance of Literary Value as a Criterion in Declamation Contests.
10708. Benesch, Walter. Rhetorical Qualities in the Speeches of Winston Churchill.
10709. Brink, Frank. *Cry of the Wild Ram*.
10710. O'Connor, Carroll. *A Valley for Caesar: A Pageant Play in Four Acts*.
10711. Roberts, James L. Rhetorical Qualities in the Speeches of Carl Schurz.

1957

10712. Cameron, Donald. Rhetorical Qualities in the Campaign Speeches of Adlai E. Stevenson.
10713. Marler, A. Kent. How Television Teaching Was Added to Radio Teaching in Twenty American Colleges.

1958

10714. Barnell, Royal Glover. *From Gold Camp to Copper City: An Historical Pageant-Drama of the City of Butte, Montana*.
10715. Hansen, Harold C. A Comparative Analysis of Selected Vowel Sounds of the Speech of Missoula, Montana.
10716. Butler, Donald W. *Hamilton: A Legacy for the Bitterroot Valley*.
10717. Gonzalez, Frank S. H. The Effect of Delivery in the Transmission of Information.
10718. Harrison, Carroll F., Jr. A Study of the Relationship between Speaking Effectiveness and Listening Comprehension in the Single Individual.
10719. Huber, C. W. An Examination of Certain Elements of Rhetorical Style in Nine Selected Speeches of Adolf Hitler.
10720. Lokensgard, Maurice Foss. A Study of Some Aspects of Bert Hansen's Pageant-Dramas.
10721. Travis, John Copley. An Investigation of the Audience-Judge Agreement Factor in College Debate.

UNIVERSITY OF NEBRASKA

1960

M.A. Theses

10722. Giltner, Beverly. A Comparative Study of Five Dramatizations of the Joan of Arc Story.
10723. Copp, James C. Scene Designs for *Die Fledermaus*.
10724. Dickinson, Loren. Public Address, Theatre, and Interpretation at the Epworth League Assembly in Lincoln, Nebraska.
10725. Eyickson, Robert L. An Exploratory Study of the Use of Terminology Related to Voice Quality.
10726. Gnuse, William J. The Lincoln Community Theatre in 1947-1960.
10727. Marrs, Richard. *A Dream for My People*. A Study in Playwriting and in Play Production.
10728. Meisenholder, David L. A Study of the Children's Theatre of the University of Nebraska.
10729. Petelle, John. A Critical Evaluation of the Contribution of Cicero to Modern Rhetorical Theory.
10730. Twedt, Michael S. The Speaking of Kenneth S. Wherry on Small Business.
10731. Walker, Karen Hadley. A Comparison of the Contemporary Noh and Kabuki Stages.

UNIVERSITY OF NEW MEXICO

1960

M.A. Thesis

10732. Hylton, Carroll G. A Rhetorical Criticism of the 1952 Campaign Speaking of Adlai E. Stevenson.

NEW YORK UNIVERSITY

1960

Ph.D. Theses

10733. Berlin, Sol. A Study to Determine the Effectiveness of Three Types of Patterns for the Control of Stuttering in Terms of Their Acceptability to a Representative Sample Population.
10734. Dell, Robert Merritt. The Representation of the Immigrant on the New York Stage, 1881-1910.
10735. Edwards, Christine Emmie E. Hyams. The Contributions of Stanislavsky and the Moscow Art Theatre to the American Theatre.
10736. Fox, Howard L. Principles for Designing the High School Auditorium.
10737. Friedlander, George Harris. Screening Tests of Hearing.
10738. Handleman, Stanley D. A Comparative Study of Teacher Attitudes toward Teaching by Closed-Circuit Television.
10739. Reiner, Karol Sturm. A Comparison of the Effectiveness of Two Types of Speech Re-Education for Functional Articulation Defectives as Measured in Terms of Sound Production and Auditory Discrimination for Speech Sounds.

UNIVERSITY OF NORTH CAROLINA

1960

M.A. Theses

10740. Battle, Barbara. A Study of Christopher Fry as a Religious Dramatist.
10741. Hill, Philip G. The Design of the Modern Outdoor Theatre.
10742. McDermott, Douglas. Poetry of the Theatre.
10743. Newdick, Richard. Costuming the *Comedy of Errors*: A Stylization Based on the Italian Renaissance.
10744. White, William M. The Book of Job as Drama.

L.D.A. Thesis

10745. Sitton, Fred. Theory of Epic Theatre.

UNIVERSITY OF NORTH DAKOTA

M.A. Theses

10746. Ertresvaag, James T. The Persuasive Technique of William Langer.
10747. Holtan, Orley T. A Study of the Dramatic Treatment of Historical Material in John A. Stone's *Metamora*.

NORTH DAKOTA STATE UNIVERSITY

1960

M.A. Theses

10748. Gackle, Bryan. A Survey of the Facilities and Equipment of Ten Stages in Southeastern North Dakota.
10749. Miller, Dale. A Record of Theatrical Activity in Bismarck, Dakota Territory, from January 1873 to June 1886.

NORTHERN ILLINOIS STATE UNIVERSITY

1960

M.A. Thesis

10750. Colby, Asa James. A Rhetorical Analysis of Selected Patriotic Speeches of Thomas Starr King.

M.S. Theses

10751. Frank, Lori Mitchell. Threshold Hearing for Harvard Spondee Words in Junior High School Children.
10752. Kohut, Suzanne M. A Comparative Study of Bilinguals and Monolinguals in Language Learning.
10753. Lovett, Gentry W. An Analysis of the Five Major Comedies of Phillip Barry.

NORTHWESTERN UNIVERSITY

1960

M.A. Thesis

10754. Collins, Barry E. The Interaction of Status and Communication: Some Hypotheses and an Empirical Test.

Ph.D. Theses

10755. Boughton, Charles R. Production Problems in the Pivotal Scenes in Six of Shakespeare's Tragedies.
10756. Cameron, Donald J. Burton K. Wheeler as Public Campaigner, 1922-1942.
10757. England, Gene. The Modification of Speech Sounds by Alteration of the Air-Borne Auditory Feedback.
10758. Hess, Gary N. An Historical Study of the Du Mont Television Network.
10759. Ketels, Arthur O. The American Drama of the Twenties: A Critical Revaluation.

10760. McNess, Wilma E. A Study of the Self References of Keith County Day School Students, Rockford, Illinois. Grades One through Six.
10761. Paxson, Omar M. Bernard Shaw's Stage Directions.
10762. Povinelli, Jean M. Binaural Summation in the Elderly.
10763. Robinson, Marie J. Revivals on the New York Stage, 1930-1950, with a Statistical Survey of Their Performances from 1750 to 1950.
10764. Rude, Roland V. C. J. Jung's Treatment of Personality as an Aid to the Understanding of Characterization in Prose Fiction.
10765. Rutherford, Virginia. A Study of the Speaking Career of Frances Wright in America.
10766. Sloan, Thomas O. The Rhetoric in the Poetry of John Donne.
10767. Thompson, Mary Elizabeth. The Wisconsin Idea in the Wisconsin High School Forensic Association.
10768. Thompson, William D. A Study in Church Audience Analysis.
10769. Willeford, Jack A. The Association of Abnormalities in Auditory Adaptation with Other Auditory Phenomena.
10770. Ziemann, Norman C. A Study of the Communication Course in Selected Colleges and Universities in the United States.
10777. Brendlinger, Joyce Eleanor. A Study to Determine whether the Pitch of Children Is Independent of the Pitch of Their Parents.
10778. Casey, Lillian Sanderson. A Study of the Correlation between the Response of the New York Newspaper Critics and the Success or Failure of Commercial Theatrical Productions from the 1956-57 Season to the 1958-59 Season.
10779. Crane, Loren Danford. Methods and Techniques of Speech Arrangement.
10780. Dodez, M. Leon. Robinson Jeffers' *Roan Stallion*: An Analysis and Appraisal for the Oral Interpreter.
10781. Dupré, Donald Frederick. A Justification of Contemporary Plays of Established Educational Merit for the High School Stage.
10782. Durante, Marie Madeline. The Effect of Speech Therapy on Certain Linguistic Skills among Children with Articulation Disorders in the Primary Grades.
10783. Gibson, James William. The Construction and Testing of a Forced Choice Scale for Debate Judging.
10784. Ivison, Lorraine. Comparison of Negatively Reinforced and Non-Reinforced Learning Methods in Relation to Auditory Discrimination.
10785. Lewis, Ruth Bartlett. An Analysis of Some Persuasive Methods of Adolph Hitler's Rhetoric.
10786. McNamee, Joanne Frances. Investigation of the Use of CID Auditory Test W22 with Children.
10787. Michel, John Fred. The Threshold Intelligibility of Vowels and Diphthongs under Various Conditions of Quiet and Noise.
10788. Norris, Gloria Frances. A Study of the Dimensions of the Quality of Voices Saying a Vowel.
10789. Schramm, Allan Neely. The Construction and Evaluation of Objective Test Items in Oral Interpretation.
10790. Silverman, Fred. An Analysis of ABC Television Network Programming from February 1953 to October 1959.
10791. Slott, Melvin Michel. The Stage Arch: A Theatrical Device. A Re-Evaluation of the Advent and Use of the Sixteenth and Seventeenth Century Proscenium Arch.

OCCIDENTAL COLLEGE

1960

M.A. Theses

10771. Browne, Jack. Musical Forms and Television.
10772. Hunsaker, Richard. A Reading of Twentieth Century Speeches.
10773. Ingle, John. Kabuki Theatre.
10774. Rence, Robert. A Dictionary of Manners and Customs Relating to the Production and Classification of Greek Drama.
10775. Springer, Carol. A Comparison of Perseveration Characteristics of Alpha Rhythms in Stutterers and Non-Stutterers.

OHIO STATE UNIVERSITY

1960

M.A. Theses

10776. Bolen, Robert Edgar. A Study of the Secondary School Theatre as an Aid to Promoting World Understanding.

10792. Strain, Barbara Jean. A Comparative Study of the Effectiveness of Lip-Reading Instruction in a Face-to-Face Situation and by Closed Circuit Television.
10793. Tobias, Laura Wilson. George Bernard Shaw's Theories and Techniques for Acting Shavian Roles.
10794. Wilson, Barbara Jean. An Objective Evaluation of an Original Twenty-Seven Word Picture Articulation Test Formulated to Examine Sixty-One Different Speech Sounds.

Ph.D. Theses

10795. Gern, Jesse William. Colorado Mountain Theatre: History of Theatre at Central City, 1859-1885.
10796. Hope, Ben Walter. The Rhetoric of Defense: A Study of the Tactics and Techniques of Refutation in President Franklin D. Roosevelt's Speeches in His Three Campaigns for Re-Election.
10797. Jakes, Frank Henry. A Study of the Standards Imposed by Four Leading Television Critics with Respect to Live Television Drama.
10798. McManus, Thomas Reed. A Study of Robert A. Taft's Speeches on Social Welfare Issues.
10799. Mohr, Phillip Joe. The Radio and Television Listening Habits and Program Preferences of Eighth U. S. Army Personnel in Korea, Autumn, 1959.
10800. Nixon, Charles William. Differential Effect of Breathing in Selected Cases upon Temporary Auditory-Threshold Shift.
10801. Rapport, James Louis. A Lean and Slippered Pantaloon: A Historical Examination of the Comic-Stock-Type Character, the Old Man.
10802. Scully, Daniel William. Alfred Ayres, Speech Teacher, as a Critic of Late Nineteenth Century American Theatre.
10803. Wright, Kenneth Daulton. Henry Fielding and the London Stage, 1730-1737.

OHIO UNIVERSITY
1960

M.A. Theses

10804. Fabian, Andy E. A Study of the Validity of the Freshman Hearing Test at Ohio University.
10805. Hawkins, Gary. The Influences of Sir Samuel Romilly's Speech Training on his Parliamentary Oratory.

10806. Marmo, Patricia. An Investigation of the Validity of the One-Frequency Screening Principle of Second Grade Children.
10807. Sackler, Phyllis Bader. An Investigation of the Degree of Articulation Defect in Relation to Reading of Second Grade Children.
10808. Schmitz, Henry O. An Experimental Study of Binaural Malingering Ability of Normal Hearers.
10809. Steeg, Jacqueline. An Exploratory Study of the Relationship between Listening Skills and Scholastic Achievement.
10810. Warne, Margaret. A Study of Listening and Non-Listening to Radio Station WOUB in Athens, Ohio.
- Ph.D. Thesis*
10811. Ward, Allan L. A Rhetorical Study of the Speeches Delivered by Abdul Baha (Sir Abbas Effendi) during His Tour of North America in 1912-1913.

UNIVERSITY OF OKLAHOMA
1960

M.A. Theses

10812. Bryan, George. A Descriptive Study of the Articulation Pattern of Mouth Breathers.
10813. Hamlin, Joe Robert. James Beattie on Popular Communication.
10814. Knoepfli, Isobel. A Study of the Relationship of the Syllabic Vowel to Consonant Articulations.
10815. Stephens, Wyatt. A Study of the Articulation Skill of Cleft Palate Children in Connected Speech.

M.F.A. Theses

10816. Antonio, James. *Bound for Glory*. A Screenplay Adaptation from the Book by Woody Guthrie.
10817. Austell, Lionel. A Production Book for Shakespeare's *Julius Caesar*.
10818. Hill, Thomas Yancey. Criteria for Dramatic Criticism.
10819. Leopold, Virginia Ryder. A Comparison of Eugene O'Neill's *Mourning Becomes Electra* with Aeschylus' *Oresteia*.
10820. Scott, Harry Joseph. A Production Book for *Caesar and Cleopatra*.
10821. Smith, Mary Lou. A Production Book for *The School for Scandal*.

Ph.D. Thesis

10822. Krug, Richard F. Effects and Interactions of Visual and Auditory Cues in Oral Communication.

UNIVERSITY OF OREGON
1960

M.A. Theses

10823. Iron, William Z. A Survey of the Factors Affecting the Use of a Multi-Purpose Area as a Secondary School Theatre and a Specific Analysis of Theatre-Cafeteria Utility.
10824. Tiempo, Julita E. A Study of the Amount and Kind of Interaction between Student and Teacher in Representative University Courses.

COLLEGE OF THE PACIFIC
1960

M.A. Thesis

10825. Hewitt, Shirley A. The House of Atreus in Ancient Greece.

PENNSYLVANIA STATE UNIVERSITY
1960

M.A. Theses

10826. Calvin, Judith. A History of the Showboat Theatre on the Northern Rivers.
10827. Gray, Marlene. Ibsen's Function in the Time-Binding Process.
10828. Grove, Murray Ellis. Five Original Plays Based on American Stereotyped Characters.
10829. Gunn, William. The Influence of Romantic Revival Literature on Three Selected Speakers.
10830. Hennessy, Joseph. A Comparison of the Use of Theological Terms in the Speaking of D. L. Moody and Billy Graham.
10831. Higgins, Richard Alan. Dance-Drama and *Chanticleer*.
10832. Lieb, Barbara. The Relationship between Some Aspects of Communicative Speaking and Communicative Listening in Freshmen Men and Women.
10833. Matsubara, Hisako. W. B. Yeats and the Japanese Noh Theatre.
10834. Preska, Margaret. Speech Communication in the Iroquois Confederacy.
10835. Thompson, Patricia A. Basic Techniques for the Staging of Poetry.
10836. Tillson, Gardner Allen. Archetypal Patterns in the Dramatic Experience.

M.S. Theses

10837. Ross, Florence. Auditory Figure-Background Relationships for Speech Hearing in the Presence of Speech among Cerebral Palsied and Normal Subjects.
10838. Shrum, William. A Comparison of the Effects of Masking Noise and Increased Vocal Intensity on Frequency of Stuttering.

Ph.D. Theses

10839. Peins, Maryann. The Adaptation Effect, Spontaneous Recovery, and Consistency Effect within Expectancy Parading in Stuttering.
10840. Hopkins, Jon. A Rhetorical Analysis of the Oratory of William Penn.

D.Ed. Theses

10841. Luterman, David. The Relationship between Speech-Sound Discrimination Ability and Articulation of the [s] Phoneme.
10842. Tacey, William S. Critical Requirements for the Oral Communication of Industrial Foremen.

PEPPERDINE COLLEGE
1960

M.A. Thesis

10843. Campbell, Paul Omar. The Relationship of Vocal Function between Speech and Song.

UNIVERSITY OF PITTSBURGH
1960

M.S. Theses

10844. Heasley, Marilyn Hannan. Intensity Generalization in Clinical Galvanic Skin Response Audiometry.
10845. Rogers, Sharon M. A Study of the Relationship between Consonant Sound Discrimination and Consonant Articulation of Twenty-two Cerebral Palsied Males.
10846. Rottmayer, Deborah Ann. The Relation of Post-Stimulatory Auditory Fatigue to Four Aural Etiological Groups.
10847. Weiner, Ruth Hommel. A Comparison of Delayed Auditory Feedback Responses of Subjects at Extremes of an Extraversion Scale.
10848. Wilcox, Edna Mae. The Effect of Speech Improvement Activities Conducted by the Classroom Teacher upon Consonant Articulation of Children in Grades One, Two, and Three.

Ph.D. Theses

10849. Giolas, Thomas G. An Investigation of the Effects of Frequency Distortion upon the Intelligibility of Monosyllabic Word Lists and a Sample of Continuous Discourse.
10850. Goehl, Henry Jr. An Investigation of Aphasic Verbal Learning.
10851. Shervanian, Christy Charles. The Speech Development Level of Pre-Communicative Psychotic Children.

PURDUE UNIVERSITY

1960

M.A. Theses

10852. Ackley, Bobby Gene. An Investigation of an Antiperspirant Water-Soluble Make-up for Stage Make-up.
10853. Blakeslee, David. A Classic Production of the *Agamemnon* of Aeschylus.
10854. Keip, Fred Frank, Jr. A Character Study of the Russian Merchant in the Russian Drama from 1847 to 1932.
10855. Ringel, Robert Lewis. Auditory Speech Reception: Estimation by Experimental and Conventional Techniques.

Ph.D. Theses

10856. Buck, Steven M. The Public Speaking of Paul V. McNutt.
10857. Clark, William Keith. An Analysis of Contemporary Speech Education in American Protestant Seminaries.
10858. Curtis, Warren Scott. The Effects of Side-Tone Filtering on Certain Speech Characteristics of Stutterers.
10859. Johnson, James Albert. A Content Analysis of the Purdue University Co-operative Extension Service, with Emphasis on Certain Communication Principles.
10860. Pace, Ralph Wayne. An Analysis of Selected Oral Communication Attributes of Direct-Selling Representatives as Related to Their Sales Effectiveness.
10861. Smith, Donald Richard. The Political Speaking of Henry F. Schricker of Indiana.

QUEENS COLLEGE

1960

M.S. Theses

10862. Feinsilver, Mildred V. Speech for Eleventh and Twelfth Grade Slow Learners.

10863. Pierce, William Joseph. A Study of the Validity of an Articulation Screening Program Administered by Classroom Teachers.

UNIVERSITY OF REDLANDS

1960

M.A. Theses

10864. Armstrong, George. A Forensic Class Course Outline for High Schools of Southern California.
10865. Becker, Esther E. Television in the Elementary School. A Survey of Experimentation and Evaluations.
10866. Copeland, Al. A Survey of the Incidence and Severity of Hearing Disorders in the Redlands and San Bernardino Elementary Public Schools.
10867. Davis, Jeannie. *That Ye Be Not Judged*, a Play.
10868. Hammen, Jack. An Experimental Study to Determine the Relation between Overt Symptoms of Stage Fright and the Traits Measured by the Gordon Personal Profile and Gordon Personal Inventory.
10869. Lamb, Stan. Personality Characteristics of Speech Therapists as Shown by the Minnesota Multiphasic Personality Inventory.
10870. McLain, Thomas. A Rhetorical Study of Selected Sermons of Russell V. De Long.
10871. Pyron, Charles. The Contribution of Toastmasters International to the Further Development of a Theory of Speech Education.
10872. Rott, Dale. The Objectives of Drama in the Protestant Seminary.

SAINT LOUIS UNIVERSITY

1960

M.A. Theses

10873. Althoff, Rev. Arthur Joseph. Beginning Speech for Freshmen—Their Needs and the Needs of the Course.
10874. Dederichs, Sr. Joseph Alphonsus. A Handbook for a Course in Voice and Diction.
10875. Gordon, Richard Arthur. An Original Play, *A Little in Love with Death*.
10876. Graves, Thomas Joseph. A Production Book, *The Loud Red Patrick*.
10877. Karner, Sr. Mary Matthew. A Two-Year Speech Program for Duchesne High School.

10878. McNally, James Richard. A Syllabus in Speech for the Jesuit High School.
10879. Morago, Sr. M. Teresa Avila. A Discussion of *De Rhetorica* by Cassiodorus.
10880. Moran, Sr. Mary Jeanine. Production Book for Thornton Wilder's *Our Town*.
10881. Scanlon, Sr. Mary Joseph. Production Book for Doctor C. B. Gilford's *Bull in a China Shop*.
10882. Sutter, Rev. Paul G. An Experiment in Teaching Speech Fundamentals.
10883. Volas, Anita Theresa. Production Book for *You Can't Take It with You*.

SAN DIEGO STATE COLLEGE

1960

M.A. Theses

10884. Basehore, Roderick J. Project in Stage Directing for the Production of Arthur Wing Pinero's *The Second Mrs. Tanqueray*.
10885. Stump, Walter R. Direction, Production, and Historical Background of Henrik Ibsen's *The Lady from the Sea*.

SAN JOSE STATE COLLEGE

1960

M.A. Theses

10886. Horwege, Henry. Director's Analysis, Plans, and Annotated Prompt Book for William Shakespeare's *The Tragedy of King Richard the Second*.
10887. Reeves, Adrian. A Dramatization of Female Frustration in Four Plays by William Inge.
10888. Tippit, Carolyn. A Study in the Design and Construction of Costumes for a Production of *Romeo and Juliet*.

SMITH COLLEGE

1960

M.A. Theses

10889. Elmer, Irene. An Original Play Entitled *The Breakthrough*.
10890. Swaar, Roberta. William Wycherley: A Study of the Influence Which the Society and Stage of London during the Period of the Restoration Proper Had on His Dramatic Works and Techniques.

UNIVERSITY OF SOUTH DAKOTA

1960

M.A. Theses

10891. Busch, Martin P. A Study of Personnel Problems at Certain Educational Television Stations.

10892. DeLaubenfels, Richard, Jr. Director's Manual and Prompt Book for Samuel Beckett's *Waiting for Godot*.
10893. Hilbert, John E. The History of Speech Education at the South Dakota School of Mines and Technology, 1887-1960.
10894. Miller, Donald C. An Analysis of Colonial Pulpit Speaking in the Salem Witchcraft Delusion, as Evidenced by Cotton Mather's Discourse.
10895. Reed, Ronald M. Director's Manual and Prompt Book for Wayne Knutson's *Dream Valley*.
10896. Tielke, James C. A Rhetorical Criticism of Walter Reuther's Speeches on the Guaranteed Annual Wage, April 7, 1955 and May 13, 1955.
10897. Uido, Noriko. Symbolism in Kabuki Theatre.

UNIVERSITY OF SOUTHERN CALIFORNIA

1960

M.A. Theses

10898. Carolino, Lewis J. *Dark Harvest: An Original Three-Act Play*.
10899. Estes, David. A Survey of the Problems and Techniques of Cinephotomacrography and Cinephotomicrography for the Educational and Scientific Film Producer.
10900. Harada, Clark Hokei. A Scale for Measuring Language Abilities and Progress for Male Adult Aphasics.
10901. Kretzschmar, Reta H. An Analysis of American Films and Their Foreign Distribution, 1953-1957.
10902. Larson, Raymond D. A Technical Analysis and Stage Design for a Production of Sophocles' *Electra*.
10903. Lew, Calvin L. New Applications of Infrared Photography in Cinema.
10904. Perrow, Maxwell. A Descriptive Analysis of the Religious Programming and Religious Programming Policies of the Radio and Television Stations in the Los Angeles Area, 1957.
10905. Pierik, Robert V. *Tyll's Merry Pranks*. A Thesis Play.
10906. Price, Donel W. A Description of Procedures and Principles of Developing Actuality Documentary Radio Programs.
10907. Summers, Morris F. A Historical and Analytical Study of Shakespeare's *Romeo and Juliet* Based on a Projected Production Plan of the Play for the High School Stage.

10908. Welch, David L. High Speed Photography: Its Direct Application to General Education.

Ph.D. Theses

10909. Hibler, Madge Beatrice. A Comparative Study of Speech Patterns of Selected Negro and White Kindergarten Children.
10910. Reynolds, Nydia Joan. A Historical Study of the Oral Interpretation Activities of the Circuit Chautauqua, 1904-1932.
10911. Shanks, Kenneth Howard. A Historical and Critical Study of the Preaching Career of Aimee Semple McPherson.
10912. Wills, John William. An Empirical Study of the Behavior Characteristics of Sincere and Insincere Speakers.

SOUTHERN CONNECTICUT STATE COLLEGE

1960

M.S. Theses

10913. Bear, Julia Bodon. A Descriptive Study of Individual Pure Tone Audiometric Tests in the School Health Program, Ansonia, Connecticut.
10914. Dean, Sarah Anne. A Review of Speech and Language Problems of Educable Mentally Retarded Children, with Suggestions for a Classroom Speech Improvement Program.
10915. Hotchkiss, Frances Cherry. A Suggested Therapy Program to Improve the Communicative Ability of the Mongoloid Child Based on a Review of the Literature.
10916. Southard, Margaret F. A Historical Review of the Educational Problems of the Deaf and Hard of Hearing.

SOUTHERN ILLINOIS UNIVERSITY

1960

M.A. Theses

10917. Beck, Roy A. The Status of Speech Education in Private and Public Junior Colleges in the State of Illinois.
10918. Beninati, Marguerite. A Descriptive Survey of Southern Illinois High School Curricula in Speech Education in Relation to the Developing of the Professional Quarter for Student Theatres.
10919. Costigan, James I. An Analysis of Selected Speeches by Mrs. Mary E. Lease.

10920. Holton, Robert F. An Examination of Contemporary Concepts of Ethics in Persuasion.
10921. McClerren, Beryl F. An Analysis of Selected Speeches of Glenn L. Archer.
10922. Moseley, Archibald. The Track and Intellectual Conference of Southern Illinois.
10923. Smith, William D. An Analysis of Selected Homiletics Texts.
10924. Somer, Richard F. The Methods of Junius: A Rhetorical Study.
10925. Voigt, Frederick M. A Study of Selected Speeches of Ernst Reuter during the Blockade of Berlin.

STANFORD UNIVERSITY

1960

M.A. Theses

10926. Art, John MacLean. Three Television Plays.
10927. Clark, Josephine Frances. The Function of Duration in the Recognition of Certain Consonants.
10928. Cooper, Marcia Ann Hartung. Speech and Language of Schizophrenic Children.
10929. Critchfield, Frederick Arthur. *Excursions: An Original Series of Seven Radio Programs.*
10930. Garvey, Daniel Edward J. The Application of the Documentary Form to Television.
10931. Hiramatsu, Michiko Kawanami. Governmental Radio in Japan.
10932. Homann, Ellen Rose. An Investigation of the Speech of Patients with Multiple Sclerosis.
10933. Kulper, Fredericka Marie. An Exploration of Speech Therapy Programs in California for the Mentally Retarded.
10934. Meeker, Margaret Evelyn. Factors Related to Speechreading Ability.
10935. Roe, Sungmann. The Preparation and Production of *The Face of the Earth*.
10936. Rowland, Roy Cecil, Jr. Tests for Identifying Noise-Susceptible Individuals.
10937. Rubin, Helen. An Interrelationship of Two Auditory Abilities and Analysis of Perceptual Confusions.
10938. Stanley, Beryl Eileen. Serious Otitis Media in School-Age Children.
10939. Struve, Susan Dianne. An Historical Survey of Tests for Aphasia.

10940. Votaw, Barbara Jane. A Description of the Rationale for Schuell's *A Short Examination for Aphasia* and an Evaluation of Its Reliability.

Ph.D. Theses

10941. Bush, Clara Norean. The Effect of Phonetic Environment upon the Acoustic Distinctive Feature of Certain English Consonants.
10942. East, James Robert. Book Three of Brunetto Latini's *Tresor*: An English Translation and Assessment of Its Contribution to Rhetorical Theory.
10943. Graham, James Tyson. An Analysis of Certain Psychophysical Parameters of Tinnitus Aurium.
10944. Harris, Paul Charles, Jr. The Relation of Dramatic Structure to the Ideas in Robert E. Sherwood's Dramatic Works.
10945. Mulling, Leon Charles. Some Effects of Basic Instruction in Speech Correction on Classroom Teachers' Approaches to Speech Handicapped Children.
10946. Pauli, Kenneth Woods. Evidences of Popular Support for the Land Grant College Act of 1862 as Revealed in Selected Speeches in New England, 1850-1860.
10947. Pomeroy, Ralph Stanley. Ralph Waldo Emerson as a Public Speaker.
10948. Reynertson, Audrey Joan. Aspects of TragiComedy: Synthesis and Unity.
10949. Rubin, Joel Edward. The Technical Development of Stage Lighting Apparatus in the United States, 1900-1950.
10950. Smalley, Webster Leroy. The Characterization of the Male Protagonist in Serious American Drama, 1920-1940.
10951. Solomon, Arthur Lewis. Emotional and Behavior Problems of First-Grade School Children with Functional Defects of Articulation.
10952. Waldron, Daryl Lee. The Lombard Voice Reflex Test: An Experimental Study.
10953. Young, William Donald. Devices and Feintes of the Medieval Religious Theatre in England and France.

SYRACUSE UNIVERSITY

1960

M.S. Theses

10954. Helman, Rhona. On Some Factors of Loudness as a Function of Intensity.

10955. Shapiro, Irving. An Investigation of the Ability of Auditors to Assess Athetoid and Spastic Cerebral Palsy by Listening to Speech Samples.

TEMPLE UNIVERSITY

1960

M.A. Theses

10956. Hass, Herbert. A Historical and Critical Analysis of Tyng's Pulpit and Public Addresses on Issues Current from 1845 to 1865.
10957. Kushner, William. An Analysis of George Bernard Shaw's *Arms and the Man*, with Production Notes.
10958. Moosberg, John. The Design and Execution of the Settings for Ibsen's *The Master Builder* for an Educational Theatre with Limited Facilities.
10959. Saltzman, Stanton W. A Historical and Analytical Study of *Studio One*, 1948-1958.

UNIVERSITY OF TENNESSEE

1960

M.A. Theses

10960. Clark, Robert K. The Plays of William Inge.
10961. Gateley, Gardner. The Incorporation of Conventional Therapy Techniques for the Treatment of Functional Articulatory Defects into Tape Recorded Lessons.
10962. Lester, Lorayne. The Christian Funeral Oration of the Fourth Century.

UNIVERSITY OF TEXAS

1960

M.F.A. Theses

10963. Clark, Richard McConnell. A Production and Production Book of Leo Tolstoy's *The Power of Darkness*.
10964. Norton, Ruthe Louise. A Production and Production Book of J. B. Priestley's *Dangerous Corner*.
10965. Reynolds, George Hollis. Leon Basket, His Art in Ballet.

TEXAS WOMAN'S UNIVERSITY

1960

M.A. Theses

10966. Bassett, LaNalle. A Speech Therapy Program Designed to Satisfy Demonstrated Needs in the Lewisville Elementary Schools.

10967. Groginsku, Beatrice. The Use of Music in a Speech Improvement Program in the Kindergarten Class.
10968. Lindsey, Joyce. Speech Therapy for the Spanish Speaking: A Handbook for Teachers.
10969. Lisemby, Doris. Study of Comparative Test Results of Mentally Retarded Children Before and After Intensive Drill with Phonetic Analysis, Memory Span, and Discriminatory Listening Activities.

TUFTS UNIVERSITY
1960

M.A. Theses

10970. Breslow, Maurice. The Relation of Plot to Character in the Plays of Moliere and Ben Jonson.
10971. Tobin, Thomas R. The Role of the Comic Coubreete: Its Source and Traditions in Subplot Comedy, from the *Commedia dell'Arte* to the Modern Musical Stage.

TULANE UNIVERSITY
1960

M.A. Theses

10972. Brady, Donald V. *Henry V*, Machiavelian Enigma.
10973. Goldberg, Karl. A Study of the Factors Producing Two Different Conceptions and Performances of *Shylock*.
10974. Kinnane, Derk R. Prospero as Teacher: *The Tempest's* Uniqueness Located.
10975. Mays, David D. The Group Theatre of New Orleans. A History.
10976. Rojo, Carolyn Shields. V. E. Meyerhold's Early Theories on Theatre and Directing, 1900-1917.
10977. Smith, Harry Willard, Jr. The Emergence of the Designer as a Unifying Force in the Theatre. Edward Gordon Craig, Robert Edmond Jones, and Jo Mielziner.

M.F.A. Theses

10978. Addison, Michael. An Analysis, Production, and Production Book of Synge's *Playboy of the Western World*.
10979. Blank, Leslie. *Quab*. A Full-Length Play with Introductory Essay.
10980. Haller, Charles David. An Analysis, Production, and Production Book of Lorca's *The House of Bernarda Alba*.

10981. Harrigan, William Patrick. A Technical Analysis, Designs, and Technical Production of Lorca's *The House of Bernarda Alba*.
10982. Laborde, Blanca. A Technical Analysis, Designs, and Technical Production of Tennessee Williams' *The Glass Menagerie*.
10983. Parver, Michael. An Analysis, Production, and Production Book of Tennessee Williams' *The Glass Menagerie*.
10984. Rojo, Jerry. A Technical Analysis, Designs, and Technical Production of Wilder's *The Merchant of Yonkers*.
10985. Schneider, Robert. An Analysis, Production, and Production Book of Moliere's *The Would-Be Gentleman*.

UNIVERSITY OF TULSA
1960

M.A. Theses

10986. Carter, Carol. The Mother Woman in Shaw.
10987. Chick, John Fairchild. *The Pink Bath-tub*: A Musical Comedy.
10988. Hoff, Christine Erwin. *All the Pleasures Prove*: A Play in Three Acts.
10989. Hurdle, John. An Introduction to the Phonetics of General American Speech and to Three Major Dialects for Student Actors.
10990. Oldham, Rita Gay. *Straw Hat*: A Play.

UNIVERSITY OF UTAH
1960

M.A. Thesis

10991. Tracy, Marilyn Louise. A Comparative Study of the Emotionally Toned Words Used in Clinical Autobiographies of Stage Frightened Speakers versus Confident Speakers.

M.S. Theses

10992. Jones, Sereta Taylor. The Effect of the Customs and Manners in England on the Costumes of the Day during the Reigns of Anne and the Three Georges.
10993. Lundstrom, Richard Emil. Hearing Conservation and the Salt Lake City Public Schools.
10994. Malone, Russell Leonard. Aphasia: A Synopsis and a Guide for the Family.
10995. Medlin, Vee Long. A Manual in Basic Methodology in Speech Correction.

10996. Shupe, Lewis Kay. Sentence Completion Testing Related to Fear States in Speaking Situations.
10997. Silcox, Bud LaVor. Speech Correction in Granite School District, Utah.
10998. White, Geraldine McCarthy. A Speech Therapy Program in a Children's Hospital.
10999. Wood, James Martin. Speech Therapy and Physical Therapy Training Inter-compared.

M.F.A. Theses

11000. Evans, Marilyn Rae. The History of the San Francisco Ballet Company from Its Beginning through 1951.
11001. Hickman, Harold R. *Frisco, Utah: Voice of a Ghost Town—A Film for Television.*
11002. Ramdass, P. Raja. A Study of the Theory of Acting in India.
11003. Ross, William Ronald. *The Day It Was Night.* A Ballet for Children.
11004. Sjoberg, Jo Ailene. An Introductory Study of the Training and Background of the American Actor from 1935-1940.

Ph.D. Theses

11005. Catmull, Joseph Fielding. An Interpretation of the Book of Job.
11006. Evans, Merydith Edmunds. Stuttering Therapy in Practicum.
11007. Smith, Gordon Caldecott. The Oratory of Lord Brougham.

VANDERBILT UNIVERSITY 1960

M.S. Theses

11008. Byrd, Eleanor Carter. Investigation of Hearing Threshold Levels of Young Girls and Adult Women.
11009. Case, Agnes Lashlee. On Duration and Effective Masking of Synthesized Vowels.
11010. Cole, Janet. On the Aural Identification of Stuttering.
11011. Coleman, Robert Finley. Some Acoustic Correlates of Hoarseness.
11012. Crowe, Martha Bone. Gross and Discrete Motor Functioning of Children with Articulation Disorders.
11013. Fristoe, Macalynne Watkins. An Investigation of the Relationship between Manifest Anxiety and Esophageal Speech Proficiency.

11014. Gaston, Margaret Ann. A Study of Experimentally Induced Frustration with Normal Hearing and Hearing Impaired Children.
11015. Kostic, Thomas F. A Study of the Relation between Hearing Levels and Prolonged Recumbency.
11016. McKinley, Suzanne. Correlates of Stress Patterns in Esophageal Speech.
11017. McDonald, Frank Douglas. A Study of the Test-Retest Reliability of Clinical Hearing Aid Tests.
11018. Scoggins, Betty Joanne. A Comparative Study of the Full-Range Picture Vocabulary Test and the Peabody Picture Vocabulary Test.
11019. Stockdell, Kenneth Gayle. A Comparison of Normal Hearing Thresholds of Male Children with Those of Young Adults by Automatic Audiometry.
11020. Stream, Richard William. Variables in Bekey-Type Audiometry Using Two Methods of Administration.
11021. Wilson, Martha Jo. The Function of Tactile Feedback under Conditions of Delayed Auditory Feedback.
11022. Wood, Nanka Jeanne. A Comparative Investigation Using Vowel Synthesis as a Measure of Phonetic Discrimination in Children with Functional Articulation Disorders.

UNIVERSITY OF VIRGINIA 1960

M.A. Theses

11023. Chaffin, William W. A Study of Invention in Two Selected Speeches of John Warwick Daniel.
11024. Stoudt, Ralph J., Jr. A Study of Speech Patterns of Muscular Dystrophic Individuals.
11025. Walton, Patricia A. A Study of Certain Characteristics Found in Long-Run Broadway Productions, 1947-1957.

UNIVERSITY OF WASHINGTON 1960

M.A. Theses

11026. Anastasiow, George J. *The Boat without a Fisherman. LaBarca sin Pescador.* Translated and Adapted from the Spanish of Alejandro Casona.
11027. Blondino, Charles D. A Study of Personality Characteristics and Goal Facilitation Behavior in Small Group Discussion.

11028. Boulanger, Norman C. Historic Furniture for Amateur Theatre.
11029. Casteel, Robert L. An Investigation of the Acuity of Cleft Palate Children Having Unilateral Obstruction.
11030. Crum, Janice Meister. A Project for the Use of Oral Interpretation in High School Literature and Language Arts Classes in the State of Washington.
11031. Foster, Helen. An Experimental Study of the Speech Discrimination in Noise of Adults with Normal Hearing.
11032. Gaddie, Barbara. An Investigation to Determine the Validity of the 4,000 Cycle per Second Pure Tone Frequency as an Audiometric Screening Device for School Children.
11033. Gould, Silas Edward. A Comparative Analysis of Twentieth Century Methods for the Production of Greek Tragedy.
11034. McGuire, Jesse. A New Interpretation of the Rinne Test.
11035. Seidler, David W. An Analysis of Expressionism in American Drama and Its Influence on *Claudius*, *the Idiot*, an Original Comic History in Five Acts.
11036. Whitaker, Rodney. *The Eve of the Bursting*.
11037. Aten, James L. A Study of the Influence of Aggressive Stimuli upon the Perceptual Response Thresholds of Stuttering and Non-Stuttering Children.
11038. Ouellette, Eugene. A Study of Selected Variables and Their Relationship to Delayed Sidetone Response.

WASHINGTON STATE UNIVERSITY
1960

M.A. Theses

11039. Burgess, Sara Ann. A Rhetorical Analysis of Nikita S. Khrushchev's Address Before the United Nations.
11040. Haston, Bruce Marvin. A Survey of Forensic Activity in the Northwest.
11041. Paxton, Patricia M. An Analysis of the American Criticism of Maxwell Anderson as Playwright and Poet.
11042. Vreswyk, Paul William. A Critical Study of Archibald MacLeish's *J.B.*

WAYNE STATE UNIVERSITY
1960

M.A. Theses

11043. Chamberlain, Marjorie Kate. An Analysis of the Reticular Activating System and Its Relationship to Speech Pathology.

11044. Ford, Walter Henry. The Role of the Speech Program in the Catholic Secular Seminaries of the Archdiocese of Detroit.
11045. Miller, James Albert. A Model for a Projected Elizabethan-Type Theatre.

Ph.D. Theses

11046. Burkowsky, Mitchell Roy. René Bary's *Rhétorique Française*.
11047. Hull, Lloyd Beverly. A Rhetorical Study of the Preaching of William Bell Riley.

WESTERN RESERVE UNIVERSITY
1959

Ph.D. Theses

11048. Boudreaux, Jean R. A Study of Parents of Children with Language Disorders.
11049. Curtis, Jack F. Measurement of Non-Linear Distortion in Hearing Aids and Its Relationship to Intelligibility of Speech.
11050. Heffler, Allan J. Some Clinical Implications of Binaural Signal Selectors for Auditory Rehabilitation.

WEST VIRGINIA UNIVERSITY
1960

M.A. Theses

11051. Busch, Corliss Trent. Symbolism in Two Plays by Tennessee Williams.
11052. McCormick, Glen Patrick. Determining the Practicality of the McCormick-West VU Articulation Test and Its Usefulness as an Articulation Testing Device.

UNIVERSITY OF WISCONSIN
1960

M.A. Theses

11053. Feiser, Patricia A. Orpheus: A Myth in Three Contemporary Plays by Jean Cocteau, Tennessee Williams, and Jean Anouilh.
11054. Thompson, Marion G. The Persuasive Techniques of Clare Booth Luce in the Seventy-Ninth Congress.

M.S. Theses

11055. Bowser, Carrie J. A Survey of the Teaching of Speech in the Negro Colleges and Universities of North Carolina.
11056. Dopkins, Heather. *This Is War*: The Radio Documentary as a Medium of Persuasion.
11057. Elliott, Phyllis S. The Chinese Theatre: Its Essential Illusionism.

11058. Eshelman, David L. A Survey of American Religious Radio Broadcast Stations.
11059. Fishlove, Howard. Wolcott Gibbs: Dramatic Criticism and Reviewing, 1933-1958.
11060. Goldstein, David P. A Comparison of Bone Conduction Thresholds by Conventional and Rainville Methods.
11061. Grow, Earl S., Jr. An Attitude Survey of University of Wisconsin Freshmen Regarding Mass Communication Media.
11062. Heise, Robert C. A Study of the Oral Interpretation of a Play as Exemplified by a Group Play Reading of *The Relapse*, by Sir John Van Brough.
11063. Krafft, Dorothy R. Foundations of Comedy Costume Design.
11064. Krueger, Sieghard E. Welsh Actors on the London Stage.
11065. Martin, Arlene S. Effect of Training on Auditory Recognition and Discrimination Skills in Articulatory Defective Children.
11066. McDonald, Edgar B. Orson Welles: Three Productions, Three Media, One Man.
11067. Nora, Barbara J. The Contribution of Dramatics to the Speech Curriculum.
11068. Parker, Carolyn. Contemporary Procedures in Costuming Shakespeare.
11069. Price, William K. A Written Speech Attainment Test for the Purpose of Determining Superior Ability in Speech.
11070. Solie, Gretchen L. William Freeman Vilas: An Analysis of Selected Campaign Oratory.
11071. Stoler, Lois. A Study of Factors Affecting Visual Recognition in Adult Aphasics.
11072. Ungurait, Donald F. A Preliminary Survey of an Oral Roberts Crusade.
11073. Williams, Sloan E., II. Three American Protest Plays.
11077. Gallagher, Betty B. The Effect of Instructions on Certain Like-Dislike Responses of First Grade Children to Defective Articulations.
11078. Jensen, Jay R. A Study of Certain Motor-Speech Abilities of Multiple Sclerotic Patients.
11079. Kavanagh, James F. An Investigation of the Most Comfortable Listening Levels for Speech.
11080. Kendall, Herbert B. The Reporting and Criticism of Speeches by Four Weekly Magazines.
11081. Linkugel, Wilmer A. The Speeches of Anna Howard Shaw.
11082. Lyman, Kenneth C. Critical Reaction to Irish Drama on the New York Stage: 1900-1958.
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